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ABSTRACT

Statistical data for the period 1950-1965, with some data up to 1967, are examined for implications for educational development of the rapidly expanding school-age population in Asia. The quantitative aspects of educational progress comprise the bulk of the review, with qualitative factors discussed in context with future planning. Numerous tables present information on population, area, illiteracy, educational attainment, enrollment, teaching staff, educational institutions, and educational expenditures in Japan and in the 18 countries which have instituted the Karachi Plan for universal compulsory education. A bibliography of documents available at the United Nations Educational, Scientific, and Cultural Organization's Regional Office of Education in Asia concludes the report. (BD)

progress of education in the asian region: a statistical review

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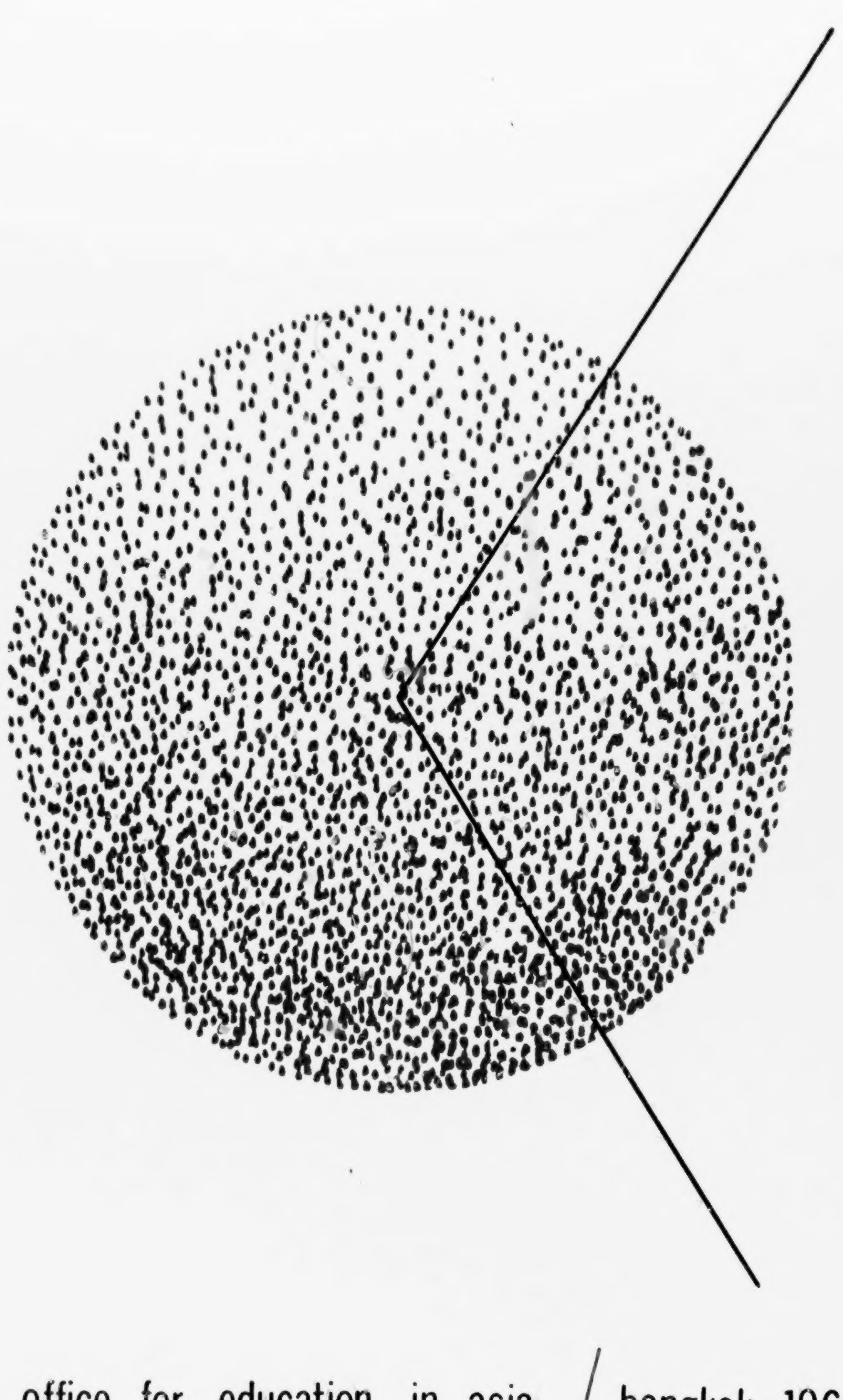

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The cover design is a chart for the Asian region in 1967, representing the proportion of enrolment, at all levels, in relation to the school-age population (age 5–24 years).

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PROGRESS OF EDUCATION IN THE ASIAN REGION:
A STATISTICAL REVIEW

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA
BANGKOK
1969

CORRIGENDA

1) The figures for Ceylon in Table A 23 on page 137 concerning the pupil-teacher ratio of primary education should be replaced by the following:

1950	35
1955	33
1960	31
1964	28

These figures cover pre-primary and primary education at the first level, as well as general and vocational education at the second level. Separate data on primary and secondary level are not available.

2) In Table A 20 on page 128, the data given for the first level include figures for pre-primary and primary, as well as general and vocational secondary education.

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BK/69/M/96-2000

The Unesco Regional Office for Education in Asia published in 1966 a Review of Educational Progress in the Asian Region (Bulletin, Vol. I, No. I, September 1966) with statistical data on education in the region up to 1963. The present review presents statistical data covering the period 1950 - 1965 and, where data were available, the period up to 1967.

The review is in three parts: Part I is a summary analysis of the main magnitudes of educational progress, and Part II consists of 31 statistical tables. A selected list of documents containing educational statistics which were used in the preparation of the review comprises Part III.

Statistical tables presented in Part II of the review are distinguished from statistical tables which accompany the text by prefixing A to each table number (page 65 onwards).

Data relating to Japan are included only in those statistical tables in Part II which present data for individual countries. The first part of the review and the statistical tables therein, as well as the regional aggregates (pages 65-68), are limited to Member States which are participating in the Karachi Plan for universal compulsory education; namely, Afghanistan, Burma, Cambodia, Ceylon, Republic of China, India, Indonesia, Iran, Republic of Korea, Laos, Malaysia, Mongolia, Nepal, Pakistan, Philippines, Singapore, Thailand and Republic of Viet-Nam.

The omission of a country's name in a table, or the appearance of the symbol of "data not available" (...) against the name of the country, does not necessarily signify that the data do not exist, but that they were unavailable to the Regional Office at the time the review was prepared.

In a publication of this nature which seeks to bring together data from a variety of sources, some discrepancies are unavoidable, while possible improvements will doubtless suggest themselves to the careful reader. The Regional Office will receive with appreciation additional information, as well as suggestions for improvement or for correcting any errors of omission or commission. All information may be sent to Unesco, P.O. Box 1425, Bangkok, Thailand.

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Part I

REVIEW OF THE PROGRESS OF EDUCATION IN THE ASIAN REGION

Introduction

Population

The 1967 population of the Asian region[1] is estimated at 985 million. It is growing at a rate of over 25 per cent every ten years, and more than 40 per cent of the population are under 15 years of age. The demographic studies of the United Nations[2] on the present levels and future trends in mortality, fertility and population growth indicate that the rapid population increase in the region is likely to continue at the present pace up to, and probably beyond, the year 2000.

Member countries of the Asian region have established a common goal of providing at least seven years of free and compulsory education to all children[3]. The enormity of the task, in enrolment alone, becomes readily apparent by making a simple projection. The population of the region was 824 million in 1960. Should it continue to grow at just 25 per cent every decade, it would reach 1 288 million in 1980, and 2 012 million by the year 2000. If there were about 330 million children under the age of 15 in 1960, there could be 805 million in the year 2000. Ten years after that, or four decades from now, the total population under 15 years of age would approach 1 006 million.

The rapid population increase is the result of large reductions in mortality in most countries of the region, while fertility has remained almost constant, and at a high level. The crude death rate for the period 1960-67 is estimated at 17 per thousand population, compared with 10 and 9 per thousand for Europe and Northern America respectively over the same period. The downward trend in mortality has continued and it may not be long before most countries attain levels in expectation of life comparable to those of more advanced regions. The reduction in the levels of mortality which has already taken place in the developing countries within a relatively short period is without parallel in demographic history. There are countries in the region, such as Ceylon and the Republic of China, which have added, since the pre-war years, nearly twenty years to the expectation of life at birth. Because of the young age structure, the crude death rate in some developing countries is now even lower than that of the more advanced countries.

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[1] In this and subsequent references, regional aggregates include countries participating in the Karachi Plan and do not include Japan (see preface).

[2] Bibliographical references are found in Part III, beginning on page 192.

[3] This is discussed in detail in the section on the Karachi Plan.

The crude birth rate during the period 1960-67 is estimated at 42 per thousand population, more than twice as high as the rates for Europe and Northern America (19 and 21 per thousand, respectively). Although there are large gaps in present information on the levels and patterns of fertility in Asian countries it appears that population growth has become a function of fertility only. Despite the increasing attention being devoted to problems of population policy, however, no substantial reductions in fertility are expected to take place within the next few years.

It is of interest to note that according to a report [1/] of the United Nations Economic Commission for Asia and the Far East (ECAFE), the following ten countries of the Asian region either are operating programmes in family planning; or have officially decided to do so: Ceylon, the Republic of China, India, Indonesia, Iran, the Republic of Korea, Malaysia, Nepal, Pakistan and Singapore.

Table 1 shows the current differences in the levels of fertility, mortality and population growth among major regions [2/] of the world.

Table 1. Crude birth and death rates, and annual rate of population increase, selected regions, averages for 1960-67

Region	Birth rate (per thousand)	Death rate (per thousand)	Annual rate of population increase (%)
Europe	19	10	0.9
Northern America	21	9	1.4
Africa	46	22	2.4
Latin America	40	12	2.9
Asian region	42	17	2.5

Source: United Nations Demographic Yearbook, 1967. The data for the Asian region are estimated, based on information contained in the publication.

[1/] Economic Commission for Asia and the Far East. 25th Session, Singapore, 15-28 April 1969. Activities of the Ecafe Secretariat in the field of population. Bangkok, 1969. 12 p.

[2/] In this and subsequent tables, the classifications of major regions, except for the Asian Region, refer to those used in the Unesco Statistical Yearbook.

Table 2 presents population projections for different regions of the world. A notable feature of the developing regions, including Asia, is the large proportion of population in the school-age group. In 1960, about 43 per cent of the total population in the Asian region was in the age group 5-24 years, compared with 31 per cent for Europe and 34 per cent for Northern America. While in the developed regions the proportion of population in the age group 5-24 years shows a downward trend, in the developing regions it is on the increase.

Table 2. Total population, percentage in age group 5-24 years and decennial rate of increase, selected regions, 1960, 1970 and 1980

Region	Year	Total population (millions)	Percentage in age group 5-24	Decennial rate of increase, 1950-80 (in percentage)
Europe	1960	425	31.3	8.4
	1970	454	31.9	6.9
	1980	479	30.3	5.6
Northern America	1960	199	33.6	19.6
	1970	227	37.3	14.2
	1980	262	35.9	15.4
Africa	1960	273	45.2	23.2
	1970	346	45.3	26.8
	1980	449	45.4	29.8
Latin America	1960	212	43.6	30.9
	1970	283	44.2	33.3
	1980	378	44.9	33.6
Asian region	1960	824	43.1	25.4
	1970	1 064	45.3	29.2
	1980	1 370	45.7	28.7

The implications for educational development of a rapidly expanding school-age population are evident. The developing regions have to devote an increasing share of their limited resources to creating additional educational facilities for the new population even while they must endeavour to clear the backlog of illiteracy and inadequate schooling. Free from this pressure, the developed countries are able to allocate resources to extending the scope of education while maintaining an almost constant level of educational expenditure in relation to national income.

As a drastic illustration of this point, the data for Japan are reproduced on the next page.

School enrolment and expenditure in education in Japan

Year	Total enrolment, all levels		Enrolment ratio (%) [1]	Public expenditure in education as % of national income
	Number (thousands)	As % of total population		
1950	18 675	22.5	99.5	4.8
1955	21 319	24.0	99.9	6.1
1960	22 440	24.1	99.9	5.1
1965	21 907	22.4	99.8	5.8
1966	21 405	21.7	99.8	5.7

Source: Table compiled from information supplied to Unesco and data obtained from official publications.

[1] Compulsory education, i.e., grades I-IX, age group 6-14.

Educational attainment and literacy

Data on educational attainment and literacy are generally sparse. The data which are available have to be interpreted subject to a variety of limitations arising from differing classifications, definitions and reference periods. They are particularly not amenable for use in making inter-country comparisons. Despite these limitations, certain salient features of the situation in the region can be identified.

At around 1960, it is estimated that there were more than 300 million illiterates in the Asian Region. Estimates for around 1950 and around 1960 indicate that, although the actual number of adult illiterates has increased slightly, from about 307 to 315 million, the illiteracy rate has been considerably reduced, from about 76 per cent to about 67 per cent.

Table A 4 (see page 71) presents data on the number of illiterates and percentage of illiteracy by sex, in the population 15 years and over[1]. Despite the reduction in illiteracy achieved in every country during recent years, seven countries still have illiteracy rates of over 70. There is a large disparity, reaching over 30% in some cases, in the literacy rates for men and women. In the region, just 5 countries have illiteracy rates for men of over 70 per cent, while 11 countries have over 70 per cent illiteracy rates for women. In the absence of widespread and sustained programmes of adult literacy, the literacy level of the population is largely determined by the development of schooling facilities. There is therefore to be found a close correlation between literacy rates by age-groups (estimates presented in Table A 5) and enrolment ratios over a period of time (Table A 10). Exceptions to this generalization are provided by countries which have carried out extensive programmes of adult literacy, for example Indonesia and Mongolia. Indonesia, in particular, seems to have waged a strong literacy campaign also in the school-age groups, particularly the age group 10-19, since illiteracy ratios are low despite a relatively low enrolment ratio.

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[1] In Tables A 4 and A 5, the data for some countries indicated in the Tables are based on estimates (see also footnotes to the Tables).

Table A 6 (p. 77) shows such data as are available on educational attainment of the population 25 years and over. The general picture which emerges is characterized by the very low proportion of the population with post-primary education. Those with complete secondary education form less than 5 per cent of the total population in nearly every country. Population with higher education is one per cent or less of the total population except in the Republic of China (3.3 per cent) and the Philippines (3.5 per cent).

Data on education by economic sectors are available for only a few countries in the region. They are presented for four countries in Table 3 below. The general situation in these countries is not unlike the conditions found in many other countries in the region at corresponding levels of educational development. Strikingly illustrated in these data is the heavy weight of illiteracy and inadequate schooling in the agricultural sector and occupations closely connected with agriculture.

Table 3 (a). Pakistan 1961 : Ratio of Civilian Labour Force (L.F.) by sectors of the Economy and Education (per 10,000 employees)

S. No.		Particulars	Both sexes	Male	Female
		Total Labour Force thereof:	10 000	10 000	10 000
1		Nil or below primary level	8 723	8 570	9 747
	i)	in agricultural L.F.	6 739	6 500	8 338
	ii)	in non-agricultural L.F.	1 984	2 070	1 409
2		Primary (class V passed) and above	1 277	1 430	253
	i)	in agricultural L.F.	681	758	164
	ii)	in non-agricultural L.F.	596	672	89

Source: "Education and Supply of Manpower in Pakistan 1961-66" Part I, by R.A. Karwanski, Government of Pakistan, Planning Division (Mimeo).

Table 3 (b). Education by branch of economic activity, selected countries (in percentage)

Education	Branch of economic activity								
	Agri-culture	Mining	Manufac-turing	Con-struction	Com-merce	Trans-port	Services and elec-tricity	Activities not adequately described	Total
India, 1961									
Illiterate	80.9	79.2	60.4	58.7	32.3	37.5	53.0	-	72.9
Literate without educational level	14.1	14.9	24.5	23.8	37.5	27.7	19.8	-	17.1
Primary or junior basic	4.6	4.4	11.9	10.3	21.7	18.5	13.5	-	7.3
Matriculates	0.3	1.3	2.2	4.8	5.9	10.5	7.7	-	1.7
Intermediate	0.0	0.1	0.4	1.4	1.3	2.6	2.1	-	0.4
Graduates	0.1	0.1	0.5	0.9	1.2	3.1	3.9	-	0.6
Total: (Percentage	100	100	100	100	100	100	100	-	100
(Number (in millions)	(131.1)	(5.2)	(19.9)	(2.1)	(7.7)	(3.0)	(19.6)	-	(188.6)
Philippines, 1961									
No grade completed	21.4	18.5	15.4	8.1	10.5	4.9	6.4	10.9	16.9
Completed between grade 7 and 1 in elementary school	69.1	61.8	58.8	60.4	54.7	56.3	42.3	65.9	62.8
Completed between grade 4 and 1 in high school	8.5	13.6	20.4	26.0	23.8	31.1	20.4	14.0	14.0
At least one year university	1.0	6.1	5.4	5.5	11.0	7.7	31.0	9.2	6.3
Total: (Percentage	100	100	100	100	100	100	100	100	100
(Number (in thousands)	(5.617)	(34)	(1 114)	(252)	(899)	(322)	(1 020)	(122)	(9 402)
Thailand, 1960									
None	39.3	17.2	33.5	27.9	40.7	12.8	14.9	37.9	37.4
Grades I-IV	56.1	72.4	59.9	63.2	50.8	72.6	64.7	58.0	56.7
Grades V-XII	4.5	10.3	6.4	7.4	7.8	13.4	15.8	4.1	5.5
College	0.1	-	0.2	1.5	0.7	1.2	4.7	-	0.4
Total: (Percentage	100	100	100	100	100	100	100	100	100
(Number (in thousands)	(10 343)	(29)	(454)	(68)	(744)	(164)	(657)	(219)	(12 678)

Source: "Statistics of the occupational and Educational Structure of the Labour force in 53 countries" OECD, 1969.

The educational structure

For interpreting the aggregate data presented in this review it is necessary to bear in mind that the national education systems in the region vary in their structures and the levels and stages in which they are divided. Data relating to enrolment, output, retention rates etc. have to be seen in the context of these variations in the educational structure.

The usual or legal age at which children are admitted to formal schooling differs, but the most common ages of entry are 6 years (12 countries) and 7 years (four countries). [1] The duration of primary schooling ranges from four to seven years, the most common types being a six-year course (10 countries), and a five-year course (5 countries). The total duration of school-level education varies from 10 to 13 years; a twelve-year course being the most common (10 countries).

Table 4 on the next page shows the organization of the national education systems.

The countries also differ widely in their present stage of educational development in terms of enrolments and output. Recognizing the varying levels of development and in order to "facilitate visualization of educational development in the region as a whole in a way that also takes account of the variety of needs and prospects of the countries", the Asian Model of Educational Development [2] grouped the developing countries of the region in three Groups with reference to the time in which they are likely to achieve at least seven years of universal compulsory education. Accordingly, the countries may be considered in the following Groups: [3]

Group A:	Afghanistan, Laos, Nepal;
Group B:	Burma, Cambodia, India, Indonesia, Iran, Mongolia, Pakistan, Republic of Viet-Nam;
Group C:	Ceylon, Republic of China, Republic of Korea, Malaysia, Philippines, Singapore, Thailand.

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[1] In actual fact, a substantial number of children who are above or below the age of entry are enrolled, and the age composition of the enrolled population in each grade is considerably diverse. For data on this point reference may be made to: "Review of educational progress in the Asian Region". Bulletin of the Unesco Regional Office for Education in Asia, Vol. I, No. 1 (September 1966) 150 p. pp. 15-16.

[2] Unesco. An Asian Model of Educational Development: perspective for 1965-80 Paris, 1966. (The document [illegible] presented to, and published in the form approved by, the Conference of Ministers of Education and Ministers Responsible for Economic Planning [illegible] Member States in Asia, 22-29 November 1965, Bangkok).

[3] Japan is not included in the Groups.

Table 4. National education systems in the Asian region

Country	First level			Second level (general)		
	Entrance age	Duration (Years)		Entrance age	Duration (Years)	
		Total	Sub-divisions		Total	Sub-divisions
Afghanistan	7	6	3-3	13	6	3-3
Burma[1]	6	4	-	10	3/5	3-2
Cambodia	6	6	3-3	12	7	4-3
Ceylon	5	5	-	10	7	4-3
China (Taiwan)	6	6	-	12	6	3-3
India[2]	6	5/7/8	5-3	13/14	4/5	2-2, 3-2
Indonesia	6	6	-	12	6	3-3
Iran[3]	7	8	-	15	4	-
Japan	6	6	-	12	6	3-3
Korea, Rep. of	6	6	-	12	6	3-3
Laos	6	6	-	12	7	4-3
Malaysia	6	6	-	12	7	3-2-2
Mongolia[4]	8	8/4	-	12	3	-
Nepal[5]	6	5	-	11	5	3-2
Pakistan	5/6	5	-	10/11	7	5-2
Philippines	7	6	4-2	13	4	2-2
Singapore	6	6	-	12	6	4-2
Thailand[6]	7	7	4-3	14	5	3-2
Viet-Nam, Rep. of	6	5	3-2	11	7	4-3

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1. Burma: In the current reorganization, the primary level is to be 5 years followed by 4 years of lower secondary and 2 years of secondary, the total duration of school-level education being 11 years.

2. India: The patterns differ from State to State but the most common are 5 years for first level or 8 years divided into 5-3 or 7 years for first level. The duration of second level changes accordingly to make either 11 or 12 years of school-level education.

3. Iran: The reorganization underway envisages five years of primary education followed by three years of orientation cycle leading to secondary level.

4. Mongolia: "complete" primary school is of eight years' duration while "incomplete" primary school is four years.

5. Nepal: Grades 11 and 12 form intermediate classes and are part of colleges.

6. Thailand: Until 1962, first level education was four years. In 1962 it was extended to seven years. The data for Thailand appearing in all the relevant Tables refer to seven-year first level education.

The distribution of the total population and the total school enrolments in 1967 by Groups is as follows:

	Asian Region	Group A	Group B	Group C
Total population (%)	100	3.0	83.2	13.8
Total enrolment, all levels (%)	100	0.9	77.9	21.2

Expansion of Education : enrolments and institutions

The expansion of school enrolments with consequent increase in the teaching force and the number of educational institutions continues to dominate the educational landscape in Asia.

Table 5 presents regional data on educational expansion over the period of seventeen years, from 1950 to 1967. Total school enrolments nearly tripled, increasing from 49.9 million in 1950 to 140.1 million in 1967. During the same period, the number of teachers also nearly tripled, increasing from 1.4 million in 1950 to 4.1 million in 1967. The number of primary and secondary schools more than doubled, from 380 thousand in 1950 to 810 thousand in 1967.

Table 5. Total number of students enrolled, teaching staff and educational institutions, all levels of education, the Region, 1950-1967

Year	Students enrolled		Teaching staff		Institutions 1/	
	Numbers (millions)	Index (1950 = 100)	Numbers (Thousands)	Index (1950=100)	Numbers (Thousands)	Index (1950=100)
1950	49.9	100	1 427	100	380	100
1955	65.0	130	1 976	138	499	131
1960	89.4	179	2 724	191	629	165
1965	126.4	253	3 670	257	763	200
1967	140.1	280	4 057	284	810	213

Table 6 shows by index number the growth of school enrolments in relation to school-age population. During the period under review, school-age population (5-24 years) rose by 52 per cent and school enrolments by 180 per cent. This constituted an increase of 84 per cent in the proportion of population in the age group 5-24 years enrolled in schools at all levels, from 17.3 per cent to 31.9 per cent. The rate of increase of enrolments has increased in each five-year period, as has the rate of increase of the enrolment ratio (except for the period 1960-65).

1/ First and second levels of education only.

Table 6. Increase in population and enrolment, 1950-67
(Index 1950 = 100)

Year	School-age population (5-24 years) (a)	Student enrolment, all levels (b)	Ratio (b)/(a)
1950	100	100	1.00
1955	109	130	1.19
1960	123	179	1.46
1965	143	253	1.77
1967	152	280	1.84

Trends in the relationship between enrolment and population growth may also be illustrated by the average annual rate of increase of both these series, as set out in Table 7.

Table 7. Average annual rate of increase, population (5-24) and enrolment at all levels, Asian region, 1950-67 (percentage)

Period	Population (5-24 years)	Enrolment, all levels
1950-55	1.8	5.4
1955-60	2.3	6.6
1960-65	3.1	7.2
1965-67	3.1	5.3

Table 8 gives comparative data for other regions of the world and shows the considerable gap between Asia and the more advanced regions of Europe and Northern America. In 1965, for example, 30.6 per cent of the school-age population was enrolled in schools in the Asian region, compared with 58.0 per cent for Europe and 74.1 per cent for Northern America. If the enrolment ratio grows at the same pace, of just less than 1 per cent point per year as registered over the period 1950-67, it will take about 27 years for the Asian region to achieve the enrolment ratio attained by Europe in 1965, and some 44 years to reach that of Northern America.

Table 8. Percentage of population enrolled, selected regions, 1950, 1960 and 1965

Region	Year	Enrolment, all levels, as percentage of total population	Enrolment, all levels, as percentage of age-group 5-24 years
Europe	1950	14.5	46.5
	1960	16.9	53.7
	1965	18.3	58.0
Northern America	1950	19.9	59.3
	1960	24.5	73.0
	1965	26.9	74.1
Africa	1950	4.2	9.3
	1960	7.8	17.2
	1965	9.8	21.5
Latin America	1950	10.7	24.5
	1960	14.8	33.9
	1965	17.3	39.3
Asian region	1950	7.6	17.3
	1955	8.8	20.5
	1960	10.9	25.2
	1965	13.5	30.6
	1967	14.2	31.9

The data for the region necessarily cover a wide range of variation in the situation in individual countries. To illustrate these variations, Table 9 presents the data by Groups of countries according to the Asian Model. [1]

Table 9. Total enrolment, all levels, as percentage of population 5-24 years, by groups of countries, 1950-67 (percentage)

Year	Group A	Group B	Group C
1950	2.1	14.7	37.6
1955	2.8	18.4	37.6
1960	4.5	23.2	41.4
1965	8.1	28.8	45.2
1967	9.9	29.9	46.9
Increase in ratio 1950-67 (%)	371	103	25

It will be observed that, in 1967, enrolment in Group C represented 46.9 per cent of the population 5-24 years, one-and-one-half times higher than the proportion for Group B, and over four times higher than Group A.

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[1] op. cit. (p. 11)

Table 10 shows the expansion of total enrolments at all levels for the three Groups of countries during the period 1950-67. There was a seven-fold increase in enrolment for Group A, compared with three-fold and two-fold increases for Groups B and C respectively. Between 1950 and 1965, there was an accelerating rate of average annual increase in all three Groups of countries. Starting from a smaller base of enrolment ratios in 1950, countries in Groups A and B achieved a faster rate of increase, notable in the period 1960-65. During the last two years (1965-67), however, the rate of increase slackened markedly in countries of Groups A and B, while it stood constant in Group C.

Table 10. Increase in total enrolment, all levels, by Groups of countries, 1950-67

Enrolment	Year	Group A	Group B	Group C
Numbers (in thousands)	1950	177	35 832	13 925
	1955	262	48 886	15 826
	1960	469	68 483	20 412
	1965	1 026	98 653	26 674
	1967	1 204	109 156	29 696
Index 1950 100	1950	100	100	100
	1955	148	136	114
	1960	264	191	147
	1965	579	275	192
	1967	679	305	213
Average annual rate of increase (percentage)	1950-55	8.1	6.4	2.6
	1955-60	12.4	7.0	5.2
	1960-65	17.0	7.6	5.5
	1965-67	8.3	5.2	5.5

The growth of enrolments in all three Groups has been of a much higher order than the population increase. The relationship between these two rates was 1:5.7 in Group A; 1:2.8 in Group B; and 1:1.4 in Group C. These differential growth rates of enrolments and population have led to a net improvement in the enrolment ratios.

There were significant variations in the countries in the rate of enrolment expansion at various levels. Table 11 shows the average annual rates of increase by levels and Groups as well as for the whole region. In spite of short-term fluctuations, the general trend discloses a fairly rapid shift to second and third levels of education.

Table 11. Average annual rate of increase in Enrolment by level and Groups

Level of education	Period	Group A	Group B	Group C	The Region
First level	1950-55	7.6	6.1	1.4	4.8
	1955-60	11.2	6.2	5.0	5.9
	1960-65	17.7	7.1	3.6	6.6
	1965-67	6.5	4.2	4.6	4.3
Second level	1950-55	12.6	7.3	9.8	7.7
	1955-60	19.8	9.8	5.9	9.1
	1960-65	10.6	9.3	9.5	9.3
	1965-67	24.9	7.9	8.3	8.0
Third level	1950-55	19.6	10.8	9.4	10.4
	1955-60	31.3	11.3	7.2	9.7
	1960-65	12.0	7.8	10.3	8.5
	1965-67	24.1	12.2	11.4	12.0

The distribution of enrolment by levels is changing significantly, which is reflected in the education pyramid. While in 1950 the enrolments in the first, second and third levels were in the proportions of 83:15:1.4 respectively for the region, by 1967 these had changed to 75:22:2.6. [1] The higher annual rate of enrolment increase in the second and third levels is in evidence also in the distribution of enrolments by levels as the following statement for Groups A, B and C will show.

(in percentage)

	Group A		Group B		Group C	
	1950	1967	1950	1967	1950	1967
First level	91.8	85.2	81.4	74.4	88.0	77.5
Second level	7.8	13.3	17.2	23.2	10.4	19.1
Third level	0.4	1.5	1.4	2.4	1.6	3.4
All levels	100	100	100	100	100	100

Inter-country comparisons of enrolments by level suffer from a variety of limitations arising out of the fact that national education systems differ in their structures and their definitions of levels of education. Subject to this caveat, Table 12 on the next page presents data on the changes in the education pyramid for the regions of the world.

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[1] Percentage distribution for the Region is detailed in Table A 1.3, page 66.

Table 12. Changes in the education pyramid, Asian and selected regions, 1950, 1960 and 1965 (percentage)

Region	Year	All levels	First level	Second level	Third level
Europe	1950	100	75	22	2.2
	1960	100	68	29	2.9
	1965	100	64	32	3.9
Northern America	1950	100	72	21	7.2
	1960	100	69	23	7.6
	1965	100	64	25	10.2
Africa	1950	100	91	8	0.8
	1960	100	89	10	0.9
	1965	100	89	12	1.1
Latin America	1950	100	89	10	1.6
	1960	100	86	12	1.8
	1965	100	82	16	2.2
Asian region	1950	100	83	15	1.4
	1955	100	81	17	1.9
	1960	100	79	19	2.2
	1965	100	77	21	2.3
	1967	100	75	22	2.6

A general comparison of trends in Table 12 and the distribution of enrolments by level for Groups of countries in Asia points to the marked shift to second and third levels that is taking place in the Asian region, notably in countries in Group B. Considering that countries in Group B have yet to achieve universal primary education, it would seem that the development of post-primary education in these countries has moved ahead of the development of primary education.

Educational institutions at the first and second levels 1/

The total number of institutions at the first and second levels and the per cent increase are given in Table 13 in the form of index numbers.

1/ At the third level, the unit of counting in the national statistics is sometimes an institution and sometimes a faculty. For this reason, information on third level institutions has not been included.

Table 13. Number of institutions at the first and second levels, 1950-67

Year	First level		Second level	
	Number (thousands)	Index 1950=100	Number (thousands)	Index 1950=100
1950	345	100	35.7	100
1955	446	129	53.2	149
1960	534	155	95.2	266
1965	630	183	133.1	373
1967	662	192	148.4	415

The number of institutions at the first level nearly doubled, from 345 000 in 1950 to 662 000 in 1967. At the second level, there was a four-fold increase from 35 700 in 1950 to 148 400 in 1967. The average number of pupils per institution at the first level increased from 121 to 159, while at the second level it fluctuated at around 210 pupils per institution.

Data regarding public and private institutions are not available for all countries. Such information as is available is presented in Table A 14 (pp.107-8) in terms of the proportion of enrolment in these two types of institutions at the first and second levels.

At the first level of education, public institutions have a major share of the total in all countries. At the second level, a few countries have more private than public schools but the emerging general picture in the region is undoubtedly for the State to carry the major share of responsibility in education.

Girls' Education

The achievement of an adequate level of educational facilities in the Asian region is contingent on correcting the existing imbalance in the enrolment ratios for boys and girls.

In 1950, the proportion of girls in total enrolment at all levels was 30 per cent. It improved throughout the period under review, rising to 38 per cent by 1967. The increase during the period 1950-1967 by levels of education, separately for male and female enrolment, is shown below, in percentage.

Level of education	Male enrolment (a)	Female enrolment (b)	Ratio (b)/(a)
First level	123	217	1.76
Second level	252	561	2.23
Third level	329	811	2.47
All levels	149	253	1.70

As indicated by the ratio (b)/(a) in the above table, gains in female as compared to male enrolment were increasingly higher, particularly at the second and third levels. Moreover, female enrolment increased faster than did total enrolment at each level of education during the whole of the period 1950-67. (Table 14).

Table 14. Average annual rate of increase in total and female enrolment, by levels of education, 1950-65 (percentage)

Period	Sex	All levels	First level	Second level	Third level
1950-55	MF	5.4	4.8	7.7	10.4
	F	7.4	6.9	11.7	13.9
1955-60	MF	6,6	5.9	9.1	9.7
	F	7.9	7.1	12.6	14.2
1960-65	MF	7,2	6.6	9.3	8.5
	F	8.3	7.7	11.6	11.5
1965-67	MF	5.3	4.3	8.0	12.0
	F	6.5	5.5	10.2	19.0

The proportion of girls in the population of the age group 5-19 years is estimated at 49 per cent for the region around 1960. It might therefore be expected that female enrolment, at least at the first and second levels of education, should approach 49 per cent of the total enrolment. Although female enrolment in the region reached 38 per cent of the total in 1967, it does not yet constitute a scale which is proportionate to the population percentages by sex. To provide a comparative context, Table 15 presents data on female enrolment for selected regions of the world and Table 16 on percentage of female enrolment in the three Groups of countries in the Asian region.

Table 15. Female enrolment as percentage of total, by level of education, selected regions, 1950, 1960 and 1965

Region	Year	All levels	First level	Second level	Third level
Europe	1950	46	47	44	28
	1960	47	49	45	30
	1965	47	49	46	33
Northern America	1950	48	48	51	32
	1960	48	49	51	37
	1965	48	49	49	39
Africa	1950	30	30	30	21
	1960	35	37	31	20
	1965	37	38	30	22

Table 15. Female enrolment as percentage of total, by level of education, selected regions, 1950, 1960 and 1965 (cont'd.)

Region	Year	All levels	First level	Second level	Third level
Latin America	1950	47	48	45	24
	1960	48	49	47	32
	1965	48	49	48	34
Asian region	1950	30	32	19	15
	1955	33	35	22	21
	1960	35	37	26	21
	1965	37	39	29	24
	1967	38	40	30	27

Table 16. Percentage of female enrolment in total enrolment, by level of education and Group, in the Asian Region, 1950, 1960, 1967

Level of education	Year	Group A	Group B	Group C
First level	1950	10	27	44
	1960	17	35	46
	1967	18	38	48
Second level	1950	10	16	31
	1960	10	24	37
	1967	13	27	42
Third level	1950	6	11	24
	1960	10	17	33
	1967	15	21	45
All levels	1950	10	25	43
	1960	16	32	45
	1967	17	35	47

It will be noticed that Group C countries in the region have achieved a high level in the provision of educational facilities for women while the levels for countries in Groups A and B are lower in inverse order. The difference between Group C and other Groups is greater in regard to educational opportunities for women than in most other aspects of educational development.

Teaching staff

Corresponding to the expansion of student enrolment, there was a considerable increase in the teaching force. For all levels, the number of teachers is estimated to have increased from 1.43 million in 1950 to 4.06 million in 1967, representing a total increase of 184 per cent over the period. Table 17 gives the relevant data.

Table 17. Total number of teachers and increase (Index 1950=100) by level of education, 1950-67

Year	All levels		First level		Second level		Third level	
	Number (thousands)	Index	Number (thousands)	Index	Number (thousands)	Index	Number (thousands)	Index
1950	1 427	100	1 047	100	342	100	38	100
1955	1 976	138	1 373	132	542	158	62	162
1960	2 724	191	1 691	163	932	272	102	265
1965	3 670	257	2 228	215	1 289	376	153	400
1967	4 057	284	2 336	225	1 534	448	187	486

The total increase amounted to 125 per cent, 348 per cent and 386 per cent, respectively, for the first, second and third levels. The relationship of enrolment to teachers as measured by the pupil-teacher ratio remained almost constant at 35 pupils per teacher. The general picture is however considerably modified when the data are analyzed by level of education. Table 18 presents pupil-teacher ratios by level of education and Table 19 the same data for the three Groups.

Table 18. Pupil-teacher ratios by level of education, 1950-67

Year	All levels	First level	Second level	Third level
1950	35	40	22	19
1955	33	38	20	19
1960	33	42	18	19
1965	34	43	21	19
1967	35	45	20	19

Table 19. Pupil-teacher ratios by level of education and Groups of countries, 1950 and 1965

Level of education	Group A		Group B		Group C	
	1950	1965	1950	1965	1950	1965
First level	34	36	38	47	43	35
Second level	13	18	22	19	26	30
Third level	8	9	17	19	25	19
All levels	30	32	33	35	40	33

It will be noted that, at the first level of education, pupil-teacher ratios have risen in countries of Groups A and B (in the latter quite steeply), while they have declined in Group C. The expansion of first level enrolment in Groups A and B would appear to outpace the supply of teachers. In Group C where the first level education is almost universal (and therefore the average annual rate of enrolment increase is not high) the pupil-teacher ratios are now decreasing. The Asian Model envisaged an increase in pupil-teacher ratios in countries with expanding enrolments and the trend of actual development appears to correspond to this forecast.

At the second level of education, pupil-teacher ratios have increased in countries of Groups A and C but declined in Group B. (Since Group B has the largest number of countries and population, its performance has the effect of showing a decline in the regional average). The decrease in pupil-teacher ratios in Group B is accounted-for by India and Indonesia.

At the third level of education, student-teacher ratios have increased in Groups A and B but improved in Group C.

In the overall picture that emerges, increases in pupil-teacher ratios stand out, and point to the inference that teacher supply may not be increasing as fast as enrolments. This is borne out by an analysis of pupil-teacher ratios in individual countries. By way of illustrating the trend towards high pupil-teacher ratios, the brief table which appears below tabulates the pupil-teacher ratios by number of countries at the first level of education.

Number of pupils per teacher, first level	Number of countries Around 1950	Number of countries Around 1965
below 30	4	4
30 - 34	3	3
35 - 39	5	2
40 - 44	1	3
45 and over	5	6
Total countries	18	18

Student enrolment by levels of education is reflected in the distribution of the teaching force. For the whole region in 1967, out of 100 teachers, 58 are at the first level, 38 at the second, and about 5 at the third level. Table 20 presents the percentage distribution of teachers by level of education for the Asian and other major regions, for the years 1950, 1960 and 1965.

Table 20. Percentage distribution of teachers by levels of education, selected regions, 1950, 1960 and 1965

Region	Year	All levels	First level	Second level	Third level
Europe	1950	100	64	31	4.7
	1960	100	58	37	5.5
	1965	100	53	40	6.4
Northern America	1950	100	60	22	18
	1960	100	58	26	16
	1965	100	53	29	18
Africa	1950	100	86	12	1.7
	1960	100	80	18	2.0
	1965	100	77	20	3.1
Latin America	1950	100	70	26	4.3
	1960	100	67	28	5.3
	1965	100	63	30	6.7
Asian region	1950	100	73	24	2.7
	1955	100	69	27	3.1
	1960	100	62	34	3.7
	1965	100	61	35	4.2
	1967	100	58	38	4.6

Female teaching staff

Available statistics of teachers by sex and level of education are far from complete: the regional estimates presented in Table 21 are intended to give broad orders of magnitude. The data available for the third level are too inadequate to make possible an estimate of the female aggregates. During the period under review, the rate of increase in female teachers appears to have been higher than that for the total teaching force.

As a result of higher rates of increase, the proportion of female to total teachers has risen throughout the period. For the first and second levels combined (no data available for the third level), the proportion rose from 25 per cent in 1950 to 32 per cent in 1967. At the first level, of about 1.29 million teachers added to the teaching force, .57 million were female; at the second level, of 1.19 million teachers added, nearly .33 million were female.

Table 21. Estimated annual rate of increase, and total increase, of teaching staff, by levels of education 1950-67 (in percentage)

Period	First level		Second level		Third level	
	MF	F	MF	F	MF	F
1950-55	5.6	7.2	9.6	12.5	10.0	...
1955-60	4.3	7.8	11.5	15.7	10.4	...
1960-65	5.7	6.9	6.7	7.8	8.6	...
1965-67	2.4	2.5	9.1	12.2	10.3	...
Total increase 1950-67 (%)	125	202	348	585	386	...

Qualifications of Teachers

For an analysis of the situation relating to supply of teachers, it is essential to know the qualifications of the teaching force. Although data are not available for the whole region on this important point, there is some information for a number of countries. It is not in a form that would lend itself to comparative tabulation, nor does it in all cases cover both elements by which the level of qualification of teachers is ascertained, namely: qualification relating to basic schooling, and qualification relating to professional training. The situation of a few individual countries is summarized in the paragraphs which follow. This summarization may help to indicate a general trend and, incidentally, may help to draw attention to the informational gap. The countries covered by the summary are drawn from the three Groups and to this extent are fairly representative of the general situation in the respective Groups.

In countries of Group A, the supply of teachers and their level of qualification are determined mainly by the fact that the next higher level of education from which teachers are drawn is not sufficiently developed to serve as a steady source of supply for the increasing number of teachers required by the education system.

The statement for Afghanistan on the next page shows, in terms of percentages, the proportion of primary and secondary school teachers classified by level of qualifications in 1967.

Afghanistan: Primary and secondary school teachers by level of qualification, 1967

	Primary schools	Secondary schools
Below grade 9 or no formal institution	16.5	10.6
D.M.A.* emergency or grade 9	19.2	14.0
Grades 9 to 11 general education	38.2	21.9
D.M.A. grades 11 and 12	8.7	18.9
Lycee grade 12	11.0	17.1
Islamic and vocational schools	6.4	10.3
Higher teachers college	-	1.4
Licence or higher qualification	-	5.8
	100	100

(Source: Afghanistan. Ministry of Education. Planning Department. Education in Afghanistan during the last fifty years. Kabul, 1968. 258, 59 p.)

* "Daral M. Allamein" (D.M.A.) is the basic institution for the training of teachers in Afghanistan.

It will be noticed that, at the first level of education, there is a substantial proportion of teachers who have not had 10 grades of basic schooling. Even at the secondary level, nearly 50 per cent of the teaching force does not possess qualifications higher than full secondary education. In the effort to improve the basic qualifications of teachers for the first level, the Government has decided to recruit teachers only from regular teacher training schools at the level of grade 12 or from emergency courses of grade 10, and from among baccalaureat graduates without professional training.

In countries of Group B, the second and third levels of education are already developed to a scale to ensure a steady supply of teachers. In these countries generally, the problem presents itself in three aspects: up-grading the qualifications of teachers already in the teaching force who were recruited in the past with inadequate qualifications; expanding the capacity of training establishments to meet the demands of a rapidly expanding education system; and creating cadres of teachers for new subjects being introduced in the curriculum.

In India, qualified teachers (i.e. graduates and those who have completed the secondary school course), who formed only 10.3 per cent of the total number of teachers in the primary schools in 1950-51 increased to 51.0 per cent in 1965-66. In the higher primary schools, the proportion of qualified teachers rose from 47.2 per cent in 1950-51 to 60.0 per cent in 1965-66. At the present rate, it may take another 20-25 years to ensure that every primary teacher has had at least ten years of general education. [1] For secondary school teachers the distribution by qualification was as follows (in percentage):

	1950-51	1965-66
Graduates and post-graduates	42	53
Matriculates and under-graduates	41	39
Below matriculation	17	8
Total	100	100

Statistics available for Iran for 1965/66 give the following breakdown for "instructional staff" by level of qualification (in percentage)

	Elementary schools	General Public Secondary schools
University degrees	2.6	55
High School diploma	70.8	40
Below High School	26.6	5
Total	100	100
of which: classroom teachers	86	80

Source: Educational Statistics in Iran, Bureau of Statistics, Ministry of Education, Teheran, 1967.

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[1] India. Education Commission. Report 1964-66. New Delhi, Ministry of Education, 1966.

Some indication of the progress made in Iran in raising teachers' qualifications is provided by the following global data for the school-years 1952/53 and 1960/61:

Level of Qualifications	Instructional staff, elementary and secondary schools			
	1952/53		1960/61	
	Number	Percentage	Number	Percentage
College graduates and above	1 911	6.0	6 400	10.9
High School	10 605	33.5	31 972	54.2
Others	19 180	60.5	20 579	34.9
	31 696	100.0	58 951	100.0
of which: Administrative staff	2 921	9.2	4 663	7.9

Source: Educational Statistics in Iran, Bureau of Statistics, Ministry of Education, Teheran, 1962.

In Pakistan, the proportion of trained teachers in primary schools increased from 70.4 per cent in 1961 to 75.7 per cent in 1966. Data given below will show that, during the years 1961-1964, there was considerable expansion in the number of teachers at the first level but the proportion of trained to untrained teachers remained almost unvaried. In subsequent years (1964-1966) the number of teachers increased at a much slower pace but there was sharp increase in the proportion of trained teachers. At the second level of education, there was a steady increase in the number of teachers as well as improvement in the proportion of trained teachers throughout the period.

Year	Number of teachers and percentage trained, Pakistan			
	Primary school		Secondary school	
	Number	% trained	Number	% trained
1961	137 310	70.4	63 494	56.1
1962	150 013	70.0	69 226	56.5
1963	162 291	69.7	77 166	56.3
1964	170 490	71.5	83 498	59.2
1965	170 615	75.3	88 896	62.3
1966	172 953	75.7	94 511	64.1

Source: Report of the progress of education in Pakistan, 1963/64 to 1967/68, presented at the International Conference of Public Education (Geneva). Ministry of Education, Government of Pakistan.

Statistics for Thailand of elementary and secondary school teachers by qualifications are available, year by year, for the period 1957-67. [1] The following data give the proportion of teachers by five levels of qualifications.

	Percentage of teachers in each category			
	Elementary schools [1]		Secondary schools [2]	
	1961	1967	1961	1967
1. Bachelor Degree or higher	0.4	0.6	10.4	23.2
2. Diploma in Education or equivalent	3.2	13.1	40.4	44.6
3. Certificate in Education or equivalent	20.5	35.4	32.3	17.4
4. Pre-primary Certificate or lower	36.6	19.6	5.6	1.9
5. No teaching certificate	39.4	31.3	11.3	12.9
	100%	100%	100%	100%
Total number (= 100%)	(111 434)	(145 834)	(15 153)	(19 519)

[1] Refers to grades I-VII

[2] Refers to grades VII-XII

The effort to improve the basic and professional qualifications of teachers, as well as the constraints in operation, are reflected in the above figures. At the first level of education there was a considerable increase in the proportion of teachers with "certificate in education" or higher, but there was not a reduction of the same order in the proportion of unqualified teachers. This seems to indicate that the primary thrust of the effort has been to ensure that the new entrants to the teaching force have adequate qualifications while inadequately prepared teachers in the existing teaching force have received relatively less attention. At the second level, improvement in qualifications is marked by an increase in the proportion of teachers who have "diploma in education" or higher, and a sharp decrease in the proportion of teachers with only a "certificate in education". In spite of the considerable effort, the proportion of under-qualified or untrained teachers, both at elementary and secondary levels remains substantial, at 51 per cent and 32 per cent respectively.

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[1] Thailand. National Education Council. Educational statistics of Thailand, 1957-1967. Bangkok, 1969. 179 p.

In countries of Group C, preparation of teachers not only for secondary schools but also for elementary schools is now shifting to the third level of education, the "normal school" system being replaced by Junior Colleges for teacher training. In consequence, the qualification of teachers is rising much more rapidly than in other countries.

In the statistics for the Republic of Korea, teachers are classified by educational attainment. A summary of the data for 1967 is presented below.

Educational attainment (years)	Elementary Schools		Middle Schools		General High Schools	
	Number	%	Number	%	Number	%
9 years or less	9 492	10.6	220	1.0	58	0.7
10 - 12	51 535	57.8	1 366	6.3	310	3.9
13 - 14	19 488	21.8	6 302	29.1	1 007	12.7
15 - 16	8 461	9.5	13 230	61.0	6 076	76.4
17 and more	301	0.3	560	2.6	497	6.3
Total	89 277	100.0	21 678	100.0	7 948	100.0

Source: Statistic Year Book of Education, 1967. Ministry of Education, Republic of Korea.

It will be noticed that only 10.6 per cent of the teaching force at the first level now has nine years or less of basic schooling and that most teachers (about 80 per cent) have 10-14 years. In middle schools (grades 7, 8, 9) the proportion of under-qualified teachers has been reduced to about 7 per cent while in general high schools it is only 17 per cent.

First level of education

At the first level, enrolments in the region increased at an average annual rate of 6.6 per cent during 1960-1965 (compared to 5.9 per cent in 1955-1960) and seemed to slacken down to an increase of 4.3 per cent in 1965-1967.[1]

Since national policies on the expansion of the first level of education vary not only from one country to another but even within the same country from one planning period to the next, it is not possible to make a wide generalization about the general trends in the increase of enrolments. Of 17 countries in the region for which comparative statistics are available, 9 had a higher rate of average annual increase in the period 1955-1960 than in the period 1960-1965, while 8 countries had a higher average annual increase during 1960-1965 over the earlier quinquennium. Broadly, it would hold true to say that countries which have already achieved a high enrolment ratio have now an almost stable average annual rate of increase, while countries which have an enrolment ratio of less than 70 per cent show an accelerating rate of annual increase. Table 22, on page 28, presents the progress of the countries with reference to the enrolment ratios which they achieved in around 1960 and around 1967.

Around 1960 there were only 9 countries in Asia with an enrolment ratio of 70 and above; by 1967 there were 13 such countries: 8 of these were above 90 per cent.

The Karachi Plan and its implementation

The Regional Meeting of Representatives of Asian Member States on Primary and Compulsory Education which was convened by Unesco at Karachi in 1959-1960, adopted a Regional Plan (Karachi Plan) [2] for the provision of universal and free primary education for at least seven years' duration, with 1980 as a target date for its achievement.

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[1] The rates of increase in enrolment are given in Table A 1.4, p. 66.

[2] Unesco. The needs of Asia in primary education; a plan for the provision of compulsory education in the region. Paris, 1961. (Educational Studies and Documents, No. 41)

Table 22. Progress of Enrolment ratios at the first level of education [1]

Enrolment ratio	Around 1960	Around 1967
90 or above	Ceylon (C) China (C) Korea (C) Philippines (C) Singapore (C) Thailand (C) [2]	Ceylon (C) China (C) Korea (C) Philippines (C) Singapore (C) Burma (B) Malaysia (C) Mongolia (B)
80 - 89	Malaysia (C) Mongolia (B)	Viet-Nam (B)
70 - 79	Burma (B)	Cambodia (B) India (B) Iran (B) Thailand (C) [2]
60 - 69	India (B) Viet-Nam (B)	Indonesia (B)
50 - 59	Cambodia (B) Indonesia (B)	-
30 - 49	Iran Pakistan (B)	Pakistan (B) Laos (A) Nepal (A)
10 - 29	Laos (A) Nepal (A)	Afghanistan (A)
below - 10	Afghanistan (A)	-

[1] Letter within brackets indicates the Group (A, B, C) in which the country is placed in the Asian Model.

[2] In Thailand, the first level of education till 1962 comprised the first four grades and the enrolment ratio was 115%. In 1962, the duration of first level education was extended to seven years. On transition to a longer duration of primary education, the enrolment ratios calculated now with reference to age-group 7-13 instead of 7-10 appear lower. Table A 10 (p. 97) should be interpreted in the context of this change.

The progress of education at the first level might usefully be reviewed with reference to the main projections made in the Karachi Plan. It has of course to be recognized that the Karachi Plan covered both quantitative and qualitative aspects of educational development in the region, but the comparison of actual progress against the Karachi Plan's projections has necessarily to be limited to the main quantitative parameters. Furthermore, since the projections of the Karachi Plan are presented in terms of five-year periods, the comparison covers only the period up to 1965.

It is necessary to draw attention to certain limitations within which a comparison of actual progress with the main targets of the Karachi Plan should be seen.

First, the Karachi Plan dealt with 15 countries in Asia and did not cover the Republic of China, Mongolia and Singapore 1/ which subsequently became participants in the Plan. Though the coverage of the present review (18 countries) and that of the Karachi Plan (15 countries) differ, the regional aggregates are not materially affected, considering the population and enrolment weight of Mongolia and the Republic of China in the regional totals.

Second, while the Karachi Plan targets are based on the assumption of at least seven years' first-level education, the enrolment data are presented here according to national education systems with their varying duration of first-level education. The gap between target figures and actual enrolments, representing shortfall in performance, would therefore be wider than that suggested by the data. The comparison may help, nevertheless, to identify some general trends in enrolment growth.

The Plan pointed out that its effective realization implied universal provision of schooling facilities, universal enrolment of children of the various age groups, and the universal retention of children under instruction for the duration of compulsory education. Almost all countries of the region have compulsory education laws incorporated in legislative enactments or policy declarations of the national Governments, but the degree to which these laws are enforced varies considerably. Only in one country, Thailand, has the duration of first-level education been extended from 4 to 7 years. In one country it is 8 years, in 10 countries 6 years; in 6 countries 5 years and in one country 4 years. There is, however, a significant trend towards extending the period of compulsory education, notably in countries which have achieved a high level of enrolment ratio: the Republic of Korea, the Republic of China and Malaysia have in view the extension of the period to 9 years.

1/ The statistics for Singapore, however, were included in the statistics for Malaya.

The population estimates accepted in the Karachi Plan had subsequently to be revised upward as had also the actual enrolment data for the basic years, 1950 and 1960. The Karachi Plan population estimates for 1960 and 1965 fall short of the revised estimates (for the same 15 countries) by about 5% (1960) and about 6% (1965). Taking account of these revisions and including the data for countries which subsequently became participants in the Karachi Plan, Table 23 presents the original data for population and enrolment, as given in the Karachi Plan, and corresponding revised data for the same years (but for 18 countries).

Table 23. Primary school enrolment as percentage of total population, Asian region, 1950, 1960 and 1965

	Karachi Plan (15 countries)			Corresponding Revised data (18 countries)		
Year	Total population (millions)	Primary school enrolment (millions)	Enrolment as percentage of population	Total population (millions)	Primary school enrolment (millions)	Enrolment as percentage of population
1950	648.4	38.7	5.96	656.9	41.6	6.3
1960	774.2	66.2	8.55	823.6	70.3	8.5
1965	867.2	95.4	11.00	935.6	96.8	10.3

The Karachi Plan envisaged that, by 1980, first-level enrolment (7-year duration) will represent 20 per cent of the total population, this target to be achieved progressively: 8 per cent by 1960, 11 per cent by 1965, 14 per cent by 1970 and 20 per cent by 1980.

The actual increase in enrolment in the period 1960-65 brought the proportion to 10.3 per cent as compared to 11 per cent envisaged in the Karachi Plan. In the five-year period, population grew faster and enrolment at a slower pace than the rates estimated in the Karachi Plan. While population was expected to grow by 12 per cent in five years, it actually increased by 14 per cent; enrolment expected to grow by 44 per cent achieved only a 38 per cent increase. The shortfall is larger than the figures would suggest, bearing in mind that 38 per cent represents enrolment in a shorter duration of first-level education.

The percentage of primary enrolment to total population is given below for each Group of countries - (Groups A, B and C) for the years 1950, 1960 and 1965. Compared with the Plan target of 11 per cent by 1965, it will be noted that Group C is above it while Group B is below and Group A considerably below the target.

Primary enrolment as percentage of total population, 1950-65

Year	Group A	Group B	Group C
1950	1.0	5.3	14.8
1960	1.7	7.7	15.2
1965	3.5	9.6	16.3

Table 24 presents primary enrolment as percentage of total population in individual countries classified in 1965 as (i) Equal or higher than Plan target (ii) Below Plan target (The Groups are also indicated).

Table 24. First-level enrolment as percentage of total population

(i) Equal to or higher than Plan target				(ii) Below Plan target			
Target		8%	11%	Target		8%	11%
Country	Group	1960	1965	Country	Group	1960	1965
Cambodia	B	10.4	13.0	Afghanistan	A	1.3	2.4
Ceylon	C	16.8	16.6	Burma	B	7.2	9.0
China (Taiwan)	C	17.8	18.1	India	B	8.2	10.2
Indonesia	B	9.6	11.0	Iran	B	6.6	8.9
Korea, Rep. of	C	14.7	17.4	Laos	A	4.3	6.1
Malaysia	C	15.6	15.3	Mongolia	B	7.7	9.6
Philippines	C	15.3	20.3	Nepal	A	2.8	3.8
Singapore	C	17.4	19.6	Pakistan	B	5.4	6.8
Thailand	C	14.9	15.1	Viet-Nam, Rep. of	B	9.1	10.3

It will be seen from Tables 23 and 24 that the problem of expanding enrolment arises mainly in countries of Groups A and B. The trends in expanding enrolment in the period 1965-67 (Table A 10, page 95) seem to indicate that by 1967 at least three more countries (Burma, Mongolia and Rep. of Viet-Nam) would have approached the Plan targets.

The targets of the Karachi Plan were also expressed in terms of total number of children to be enrolled and the additional number of children to be enrolled each year. Table 25 on page 32 shows the target enrolment and the enrolment achieved for 15 countries originally included in the Karachi Plan. The number of children enrolled in 1960 was higher than projected in the Plan while the enrolment by 1965 fell short of the original target by slightly less than one per cent.

Table 25. Targets for School Enrolment for 15 countries (1960-65)
(in millions)

	Total number of children 1960	Total number of children 1965	Additional enrolment 1960-65
Karachi Plan targets	66.18	95.39	29.21
Actually achieved	68.39	94.40	26.01

The Karachi Plan estimated, on a pupil-teacher ratio of 35, that 2.7 million teachers should be in position by 1965. The actual progress achieved shows that only in Group C countries has the pupil-teacher ratio taken the trend envisaged in the Plan. In countries of Groups A and B, the pupil-teacher ratios have shown a marked rising trend and in Group B have already gone beyond the assumed ratio of the Plan. In the result, the estimated number of teachers in position in 1965 (2.2 million) was below the target of the Karachi Plan.

The projected enrolments of the Karachi Plan were shown in a diagram[1/] which is reproduced on the next page with an addition showing the actual progress for the region and for each Group.

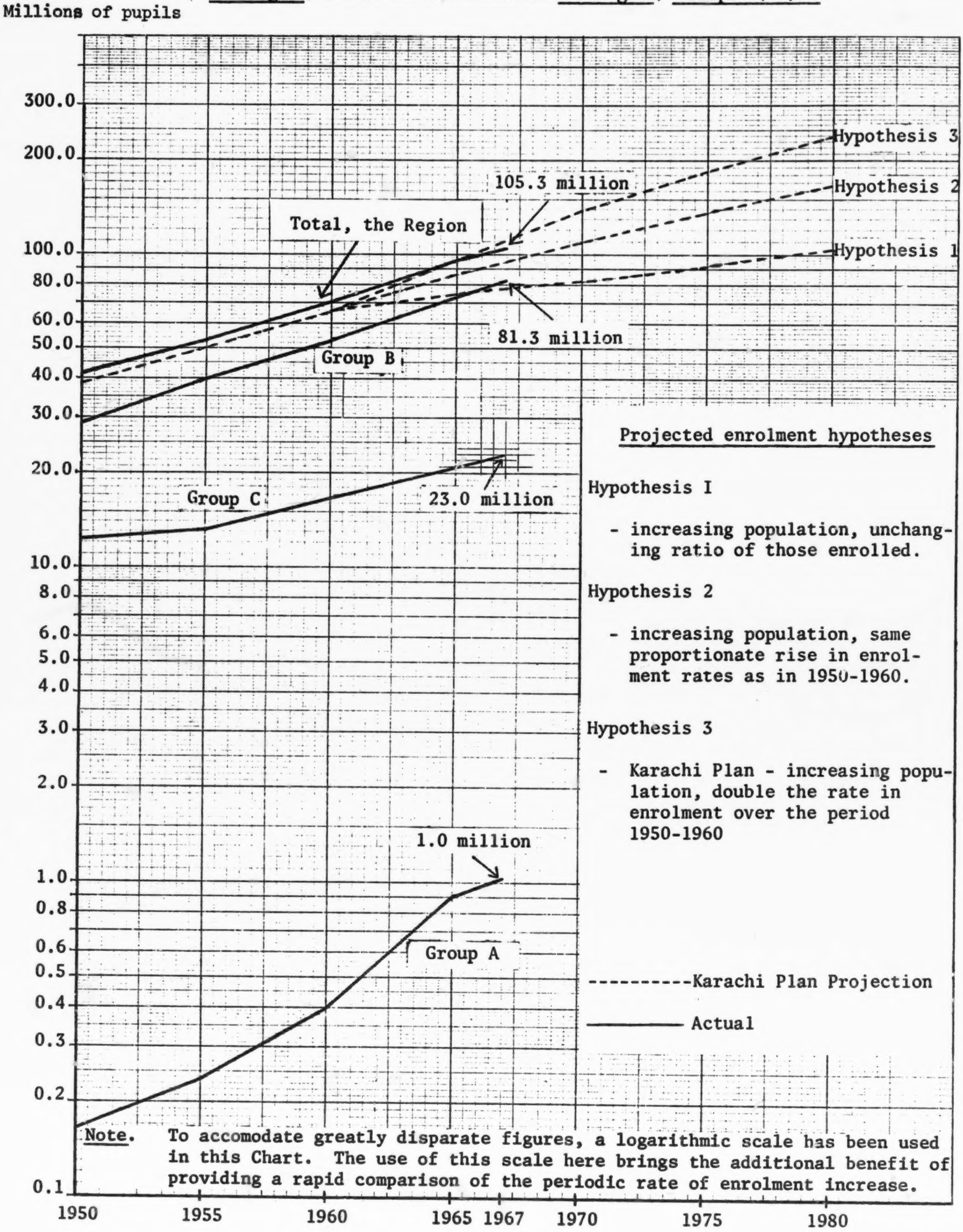
Educational Wastage

Wastage [2/] continues to be the most important problem of educational development at the first level of education in many of the Asian countries. On the regional aggregates it is estimated that, out of 24.5 million pupils enrolled in grade I in 1960, approximately 11.5 million (47 per cent) reached grade IV of the primary level; the rest, approximately 53 per cent, dropped out. The enrolment ratios for various countries have therefore to be considerably modified in order to assess the level of effective enrolment. For measuring effective enrolment, it would be necessary not only to take account of dropouts and repeaters, but also of attendance rates. Although data on attendance rates are not available, the magnitude can be indirectly inferred from the extent of wastage, since it has been found that a poor attendance rate is reflected in a high dropout and repetition rate.

[1/] "The needs of Asia in primary education", a plan for the provision of compulsory education in the region. op. cit. p. 14.

[2/] The problem of educational wastage at the first level of education in Asia has been discussed in detail in "The problem of Educational Wastage", Bulletin of the Unesco Regional Office for Education in Asia, Volume I, No. 2, March 1967. 68, vii p. This publication is now out-of-stock; a revised version of the study is in the early stages of preparation.

Projected primary enrolment on three hypotheses of the Karachi Plan for the Region, and actual enrolment for the Region, Groups A, B, C.



Projected enrolment hypotheses

Hypothesis I

- increasing population, unchanging ratio of those enrolled.

Hypothesis 2

- increasing population, same proportionate rise in enrolment rates as in 1950-1960.

Hypothesis 3

- Karachi Plan - increasing population, double the rate in enrolment over the period 1950-1960

Note. To accomodate greatly disparate figures, a logarithmic scale has been used in this Chart. The use of this scale here brings the additional benefit of providing a rapid comparison of the periodic rate of enrolment increase.

Retention rates have been estimated by the "cohort" method, i.e. enrolment in one grade is followed up from year-to-year. The method has some obvious limitations, the main one arising from the fact that, since data for repeaters or new entrants are not available, the "cohort" method cannot distinguish repeaters from other pupils, which generally leads to an under-estimation of wastage. The estimates, however, are orders of magnitude which serve to highlight one of the central problems of educational development in the region.

For comparison, retention ratios for the regional aggregates have been estimated in Table 26 for grades I-IV. It will be noted that the highest incidence of wastage occurs between grades I and II.

Table 26. Retention ratios in the first four grades of primary education, the Region

	Enrolment (thousands)	Retention ratios (%) from grade I
Grade I (1960)	24 520	100
Grade II (1961)	15 735	64.2
Grade III (1962)	13 366	54.5
Grade IV (1963)	11 530	47.0

Significant differences are found in the retention ratios for the three Groups of countries, A, B and C. The data are presented in Table 27.

Table 27. Retention ratios in the first four grades of primary education by Groups A, B and C (percentage)

Grade - year	From Grade I		
	A	B	C
I (1960)	100	100	100
II (1961)	50	60	83
III (1962)	42	50	78
IV (1963)	34	42	73

Table A 15 (pages 109-112) presents grade retention ratios for each country of the region. A reference to the table will show that wastage rates are higher for girls than for boys. Studies also provide evidence that wastage rates are higher in rural than in urban areas. These factors combine to increase disparities in the provision of educational opportunities in the national education systems.

Table 28 classifies the countries by retention ratios observed in the total duration of the first level of education as defined in their respective education systems.

Table 28. Countries classified by Retention Ratios

High retention ratio	80% and above	Afghanistan, Rep. of China, Rep. of Korea, Malaysia, Mongolia, Singapore.
Medium retention ratio	60% - 80%	Iran
Low retention ratio	40% - 60%	Ceylon, Philippines, Thailand, Rep. of Viet-Nam.
Very low retention ratio	below 40%	Burma, Cambodia, India, Laos, Pakistan.

(Data not available for Indonesia and Nepal)

Broadly speaking, countries with high enrolment ratios tend also to have high retention ratios, although the relationship is not invariable. Retention ratios are relatively low in countries with enrolment ratios in the range of 30-70. In countries with very low enrolment ratios, enrolment may be drawn mainly from urban and semi-urban population and, representing a highly selective group, is not subject to attrition in the same degree. Such countries also tend to have high retention ratios.

Transition from first to second level

On completion of the first level of education, the proportion of pupils proceeding to the next higher level is an important indicator of the growth potential of an education system. Transition ratios (the proportions of pupils proceeding to the next higher level) are determined by a variety of factors (the selection procedures, availability of schooling facilities, social demand for education etc.) and must be interpreted bearing certain considerations in mind, notably the enrolment ratios and wastage rates. A high transition ratio in a country which has achieved a high enrolment ratio and low wastage rate would generally indicate an expanding impetus in the education system. On the other hand, a high transition ratio in a country with a low enrolment ratio (or relatively higher enrolment ratio with high wastage rate, which is in effect tantamount to low enrolment ratio) would indicate a highly selective education system.

Data are not available on the number of pupils successfully completing the primary course year-by-year. In the absence of such data, it is possible only to compare, for several countries for which enrolments by grades are available, the enrolment in the terminal grade of first-level education (in year t) with enrolment in the beginning grade of the next higher level of general education (in year t+1). The limitations of these inter-grade ratios are obvious: not all pupils in the terminal grade pass the primary course successfully while the enrolment in the next higher grade would also include repeaters. To a substantial extent these two factors tend to cancel each other and inter-grade ratios would approximate transition ratios. To minimize random fluctuations, transition ratios (or inter-grade ratios) presented in Table 29 were calculated as averages of three years and, whenever possible, for two points of time.

Table 29. Transition ratios between the first and second levels of general education, selected countries (percentage)

Country	Terminal grade at first level	First Period	Ratio	Second Period	Ratio
China (Taiwan)	VI	1954-57	36	1964-67	54
Korea, Rep. of	VI	1953-56	48	1964-67	47
Malaysia, West	VI	1955-58	54	1964-67	87
Singapore	VI	1954-57	75	1960-63	70
Ceylon	V	1953-56	79	1961-64	88
Philippines	VI	1950-53	57	1960-63	63
Thailand	VII	1957-60	89	1964-67	84
India	V	1950-53	72	1960-63	84
Iran	VI	1958-61	75	1962-65	70
Pakistan	V	1955-58	61	1962-65	69
Viet-Nam, Rep. of	V	1956-59	51	1961-64	53

In all but two countries (Philippines and Thailand), the next higher level of general education is the lower secondary (also called middle or intermediate or junior high school), admission to which is generally determined by examination at the end of the primary course without any further selective process. In the Philippines and Thailand, the higher level is high school.

The first four countries in Table 29 have high enrolment ratios at the first level and high retention ratios (Table 28). Except for the Republic of Korea, they have high transition ratios, indicating thereby that in terms of enrolments, they have achieved conditions for lengthening the period of education for all children. Ceylon, the Philippines and Thailand also have high enrolment ratios but relatively low retention rates at the first level, with the result that the high transition ratios are representative of a selective group. The remaining countries in the table have enrolment ratios in the middle range (between 40% and 75%) but also have low retention rates so that the transition ratios, though apparently high, represent a smaller and selective group of pupils.

Second level of education

In the national education systems, the second level of education in all countries except Mongolia and Iran is divided into two stages (in Malaysia three sub-divisions), the first stage covering general education and the second which includes more specialized programmes.

During the period 1950-67, enrolment at the second level of education increased nearly four-fold. The average annual rate of increase declined from around 9 per cent during 1955-1960 and 1960-1965 to about 8 per cent in 1965-1967.

The enrolment ratios vary over an extremely wide range within the region, being as low as about 2 per cent (Laos) and as high as over 50 per cent (Mongolia). Table 30 classifies countries by their enrolment ratios at the second level. Group C countries with high enrolment ratios at the first level also have relatively high enrolment ratios at the second level. Group B countries, however, show wide variations and are to be found placed in all ranges of enrolment ratio. This may well be indicative of the imbalance existing in some countries between the growth of first-level education and of second-level education.

Table 30. Countries by enrolment ratios at the second level of education (around 1965-1966)

Enrolment ratio	Countries
over 50	Mongolia.
30 - 50	Singapore; Ceylon; China (Taiwan); Philippines; Rep. of Korea.
20 - 30	Malaysia; India; Iran.
10 - 20	Burma; Rep. of Viet-Nam; Pakistan; Indonesia; Thailand.
Below 10	Cambodia; Nepal; Afghanistan; Laos.

In terms of enrolment ratio, all countries have registered a progressive increase - except Thailand which seems to have stabilized at around 13 per cent during the period 1960-1967, and Laos, at two per cent.

Since, in many countries of the region, the two stages of second-level education are clearly distinguishable in terms of curricular programmes and selection procedures, enrolment data should be interpreted with reference to the distribution of enrolment in the two stages. Table A 31 (pages 181-191) presents enrolment data by grade for general secondary education. In this connexion, transition ratios from the first stage to the second stage of second-level education provide useful trend indices. Table A 31 below presents transition ratios at two different points of time for 14 countries of the region.

Table 31. Transition ratios between lower and upper general secondary school, selected countries (percentages)

Country	Transition point between grades*	First period	Ratio	Second period	Ratio
Afghanistan	IX to X	-	-	1964-66	65
Burma	VII to VIII	1956-59	46	1960-63	68
Cambodia	X to XI	1952-55	53	1961-64	44
Ceylon	VIII to XI	1952-55	80	1961-64	92
China (Taiwan)	IX to X	1954-57	52	1964-67	47
India	VIII to IX	1950-53	77	1960-63	83
Iran	IX to X	1957-60	83	1962-65	80
Korea, Rep. of	IX to X	1953-56	85	1964-67	73
Malaysia	IX to X	1956-59	73	1964-67	62
Pakistan	VIII to IX	1955-58	81	1962-65	86
Philippines	VIII to IX	1950-53	82	1960-63	92
Singapore	X to XI	1954-57	41	1965-67	24
Thailand	X to XI	1957-60	31	1964-67	38
Viet-Nam, Rep. of	IX to X	1956-59	50	1961-64	57

* Grades numbered starting from Grade I of primary school.

Comparing this data with the transition ratios at the first level (Table 29), there is noticeable a fair degree of correspondence between the two sets: many countries with a high transition ratio at the first level also have a high transition ratio at the second level.

Education at the second level is generally divided by type into general education, vocational education (including technical) and teacher training. Heavy concentration of enrolment in general education has been an almost traditional feature of the education systems; only in recent years have efforts been made to develop vocational and technical education. In teacher training, there is in evidence a gradual shift to training teachers in institutions at the third level. Some countries, such as the Republic of Korea, the Philippines and Singapore have already abolished regular teacher training institutions at the second level.

Since enrolments by type are not always shown in national statistics, estimates have had to be constructed from the data available from other sources. The data given in Table 32 are therefore to be considered as estimates.

Table 32. Percentage distribution of enrolment at the second level by type of education and sex, Asian region, 1950-67

Year	Sex	Second level	General	Vocational	Teacher training
1950	MF	100	93.1	4.9	2.0
	F	100	92.3	5.6	2.1
1955	MF	100	91.2	6.0	2.8
	F	100	91.7	6.3	2.0
1960	MF	100	92.7	6.0	1.3
	F	100	92.9	5.7	1.4
1965	MF	100	92.4	6.2	1.4
	F	100	91.8	6.9	1.3
1967	MF	100	93.0	5.6	1.4
	F	100	91.9	6.3	1.8

General education, it will be observed, accounts for over 90 per cent of the enrolment at the second level. Despite greater emphasis now given to expanding vocational education, its proportion is still small, about 6.0 per cent. The proportion in teacher training tends to decrease because teachers are increasingly being trained at the third level of education.

Although the share of vocational education has remained small, its enrolment has increased rapidly: in 1967 it was over 4½ times higher than in 1950. The absolute numbers were 372 000 students in 1950 compared with 1 748 000 in 1967. The enrolment index (base 1950-100) presented in Table 33 shows the expansion which took place over the period 1950-67 for each type of education at the second level.

Table 33. Growth in enrolment by type of education at the second level, Asian region, 1950-67 (Index 1950 = 100)

Year	Total Second level	General	Vocational	Teacher training
1950	100	100	100	100
1955	145	142	179	*200
1960	225	224	276	142
1965	351	348	446	238
1967	409	409	469	285

* Affected by the inclusion of emergency teacher training programmes.

Although the disparity is still wide, the proportion of girls in total enrolment at the second level has increased steadily: 19 per cent in 1950; 22 per cent in 1955; 26 per cent in 1960; 29 per cent in 1965; and 30 per cent in 1967.

Statistics available on teachers by type of education at the second level are in general neither complete nor precise. There are problems of double-counting (as the same person may teach in schools of more than one type), of part-time teachers, and of non-instructional staff. These and other problems tend to affect the degree of precision and comparability of the data over time. The regional estimates in Table 34 may nevertheless be useful as a broad indication of orders of magnitude. Table 34 presents the total number of teachers and per cent of female teachers by type of secondary education.

Table 34. Teaching staff at the second level, by sex and type of education, Asian region, 1950-1967 (in thousands)

Year	Total second level		General		Vocational		Teacher training	
	MF	%F	MF	%F	MF	%F	MF	%F
1950	342	16	316	16	18.2	16	8.3	20
1955	542	19	493	19	30.9	18	17.4	14
1960	932	22	858	23	57.0	15	16.7	19
1965	1 289	23	1 194	24	72.3	16	22.0	20
1967	1 534	25	1 426	. .	83.6	. .	25.0	. .

In 1967, 93 per cent of the teachers had general education as preparation, 5.4 per cent were prepared in vocational schools, and only 1.6 per cent came from teacher training institutions. From 1950 to 1967 the number of teachers in general and vocational education each increased by over 4½ times, and the number in teacher training by 3 times.

The percentages of female teachers in vocational education and teacher training fluctuate at around 16 and 20 respectively without showing any trends. In the case of general education, the trend is clear: in 1965 one in every four teachers was female, whereas in 1950 only one in every six teachers was female.

The growth in the number of institutions at the second level has kept pace with the increase in enrolment. Unlike the first level, at the second level in some countries of the region, private schools enrol a substantial proportion of pupils. Data on this are given in Table A 14 (pages107-10[illegible]). There are some contradictory trends in evidence. In some countries, the share of the private schools in enrolment has been diminishing over the years and the expansion of the education system is taking place mainly in the public sector; e.g., in Cambodia, Ceylon, Iran and Singapore. In other countries, the private sector has been on the increase; e.g., in India, Indonesia, Pakistan, Philippines, Thailand and the Republic of Viet-Nam. In these countries, it accounts for a major share of the total enrolment at the second level.

Third level of education

The rate of increase of enrolment at the third level of education has been higher than at the first and second levels: enrolment increased more than five-fold during the period 1950 to 1967 (from 716 000 students in 1950 to 3 591 000 in 1967). Female enrolment as proportion of the total rose from 15 per cent in 1950 to 27 per cent in 1967.

The enrolment ratio for the third level, expressed in terms of the number of students per 100 000 of total population, shows a rapid increase in all countries. Table 35 gives the figures for the period 1950-1967 for the three Groups of countries and the region. The table also serves to highlight the fact that the educational distance between the Groups of countries, so far as the third level of education is concerned, has been increasing instead of narrowing. Along with the expanding enrolments, the institutional structure itself has been undergoing considerable expansion. All countries in the region, except one (Laos) have their own Universities. Apart from the Universities, new types of institutions are being established - Technical Colleges, Junior Colleges, Research Institutes, etc. Table A 25 (pages 143-146) sets out data on the number of institutions as well as their types.

Table 35. Number of students at the third level
(per 100 000 of total population)

Year	Group A	Group B	Group C	Whole Region
1950	3	89	270	109
1955	8	133	374	160
1960	27	204	450	232
1965	44	261	630	306
1967	61	319	752	364

Distribution of enrolment by fields of study (Tables A 16 and A 17, pages 113-122) shows that a heavy concentration in the Humanities and related subjects continues. In all countries, the percentage of students studying the Humanities and related subjects has increased. There have, however, been important gains in enrolment in the fields of science and technology. Table 36 shows the number of science/technology students per 100 000 of total population for the three Groups and the region. It will be observed that, although gains have been made in enrolments, the increase has not been commensurate with the increase in the total enrolment at the third level.

Table 36. Number of Science/Technological Students at the third level (per 100 000 of total population)

Year	Group A	Group B	Group C	Whole Region
1960	1	67	129	74
1965	12	84	161	92

Taking the region as a whole, it would appear that the supply of teachers for third-level education has kept pace with increasing enrolment. The picture becomes modified, however, when Groups of countries are examined individually. In countries of Group A, the student/teacher ratio increased from 8 in 1950 to 9 in 1965. In countries in Group B, it increased from 17 in 1950 to 19 in 1965, indicating that in Group B countries the enrolments have moved faster than the supply of teachers. In Group C, the student/teacher ratio has decreased, declining from 25 in 1950 to 19 in 1965.

The basic weakness in the institutional structure at the third level, which also affects the supply of teachers, appears to be the slow development of post-graduate education.

Expenditure on education

The limitations of the statistical data relating to educational expenditure are such that it is found justifiable to open this section with a caveat. The limitations refer not only to the quality of the data, but also to their coverage and classification. Private expenditure on which data are often lacking is difficult to assess, and its incidence by level of education and its weight in total educational expenditure vary considerably between countries. The data on Government expenditure may refer to the Ministry of Education only, thus leaving out other Ministries, and local bodies and institutions which may be spending important sums on education. These limitations must be borne in mind in interpreting the data presented in the review.

Around 1965, total public expenditure on education for the region as a whole was roughly U.S. $2 500 million, which represents approximately 2.6 per cent of the aggregate national income of the countries concerned. For the individual countries, in the same year, public expenditure on education ranged from less than 1 per cent to over 5 per cent of the national income. The distribution of 11 countries, for which comparable data are available for both 1960 and 1965, is given in Table 37.

Table 37. Public expenditure on education as percentage of national income, eleven countries, 1960 and 1965

Public expenditure on education as percentage of national income	Number of countries 1960	1965
1% or less	1	-
1.1 to 2.0%	3	1
2.1 to 3.0%	4	2
3.1 to 4.0%	1	4
4.1 to 5.0%	1	3
Over 5%	1	1
	11	11

It is clear from Table 37 that countries are devoting to education an increasing proportion of their national resources. In 1960, eight of the 11 countries were spending 3.0% or less whereas, in 1965, the majority of them were in the 3.1% to 5% group. Per capita, the region was spending on education less than U.S. $1 in 1955, $1.8 in 1962 and about $2.5 in 1965.

The total expenditure on education comprises expenditure from public revenues and private institutions, apart from expenditures met by parents for textbooks etc. The role of private institutions varies from country-to-country in the region and from one level to another. At the first level of education, private institutions, compared to public institutions, have relatively a small share in all countries; at the second level, private institutions in some countries have almost a dominant position. At the third level, the number of countries where the private sector has a major share is fewer than in the case of second level education. In countries where the private sector has a large share in the educational effort, expenditure for such private education is also substantial. By way of illustration, Table 38 presents, for a few countries for which relevant data are available, public and total expenditures on education.

Table 38. Public and Private expenditure on education as percentage of national income, selected countries, around 1965

Country	Public expenditure only	Total expenditure
China (Taiwan)	3.4	4.2
India	2.1	2.6
Korea, Rep. of	...	3.3
Philippines	3.0	6.2
Viet-Nam, Rep. of	2.2	3.3

The share of education in total public expenditure varies, ranging from less than 12 per cent to over 25 per cent. The distribution of 15 countries is given in Table 39 relating public expenditure on education with total government expenditure and with national income in 1965.

Table 39. Public expenditure on education in relation to total public expenditure and national income in 1965

Proportion of total public expenditure	Relation to national income			
	Less than 1.5%	1.5 to 3.0%	3.1 to 4.0%	4.1 to 5.0%
Less than 12%	Indonesia Nepal	India Viet-Nam, Rep. of		
12 to 16.9%		Pakistan	Burma China (Taiwan) Iran	Malaysia
17 to 25.0%			Korea, Rep. of Thailand	Ceylon Singapore Cambodia
More than 25%				Philippines (in 1964)

The preceding sections of this review drew attention to the magnitude of educational expansion which has taken place in the region during the period 1950-67. An attempt is made in Table 40 to relate enrolment growth to the financial support for education in the countries concerned.

Table 40. Enrolment at all levels as percentage of total population and public expenditure on education as percentage of national income, selected countries, 1950-1967

Country	Year	Percentage of total population enrolled (a)	Public expenditure on education as percentage of national income (b)	Ratio A = (a)/(b)
Ceylon	1950	17.7	3.0	5.9
	1955	19.0	2.8	6.8
	1960	22.7	5.2	4.4
China (Taiwan)	1950	13.6	2.6	5.2
	1954	15.9	3.1	5.1
	1960	21.5	2.5	8.6
	1965	24.1	3.4	7.1
	1966	24.5	3.5	7.0
	1967	24.9	3.9	6.4
India	1950	6.7	0.8	8.4
	1955	8.3	1.3	6.7
	1960	10.9	1.9	5.7
	1965	13.9	2.1	6.2
Japan	1950	22.5	4.8	4.7
	1955	24.0	6.1	3.9
	1960	24.1	5.1	4.7
	1965	22.4	5.8	3.9
	1966	21.7	5.7	3.8
Korea, Rep. of	1959	18.1	[1]5.6	3.2
	1965	22.1	[1]3.3	6.7
	1966	22.8	2.8	8.1
	1967	23.3	2.9	8.0
Pakistan	1950	5.7	0.4	14.3
	1955	6.5	0.5	13.0
	1960	7.2	1.0	7.2
	1965	9.3	1.7	5.5
	1966	9.5	1.4	6.8
Singapore	1960	24.7	[2]2.9	8.5
	1965	26.5	4.5	6.5
	1966	27.2	4.6	5.9

---

[1] Including private expenditure relating to private education.

[2] As percentage of gross domestic product at market prices.

The steady increase in the proportion of total population enrolled, other things being equal, is likely to lead to an increase in the proportion of national income spent on education. The ratio A in the third column of Table 40 gives an indication of the relative change between the percentage of population enrolled and the percentage of national income spent on education. An increase in ratio A will indicate a higher rate of increase for enrolment than for expenditure, and a decrease in A will be the result of a higher increase in the proportion of expenditure than in the proportion enrolled. A reference to this Table will show that ratio A was increasing in the earlier period in all countries in the region except India and Pakistan. But most countries shown in the Table have a decrease of A in the later years. This indicated a higher proportionate increase in the financial support from public resources than the increase in the enrolment ratio. Unit expenditure on education must have increased, therefore, not only within each type of education but also for the educational system as a whole. This is to be expected because of the prevailing trend towards greater expansion at the second and third levels, in particular in the expensive science and technology streams.

In all countries of the region for which data are available, a major part of the total public recurring expenditure is taken by teachers' salaries. Of ten countries for which the data are given for 1965 (see Table A 27, page 152), teachers' salaries accounted for over 80% of the recurring expenditure in five countries, for between 67 and 80% in three countries, and for between 50 and 60% in two countries.

In beginning a discussion on unit recurring expenditure where figures are given in a single currency, an important consideration must be cited. To make possible any comparison of educational expenditures which were made in different national currencies, rates of exchange must be applied. Since by far the major part of the national expenditure on education is spent domestically, the difference in purchasing power of the dollar equivalent between various countries will affect the inter-country comparison. In other words, the same amount in dollars spent in different countries does not necessarily represent the same combination of quantity and quality in services and goods.

Unit recurring expenditure at the first, second and third levels varies considerably, particularly when viewed in terms of U.S. dollars. Table 41 attempts to illustrate this variation for selected countries by ranking the countries with respect to unit expenditure at each level.

Table 41. Unit recurring expenditure on public education by level, selected countries, around 1965, in U.S. Dollars

Country	First level	Rank	Second level	Rank	Third level	Rank
Singapore	60	1	78	3	766	2
Malaysia, West	44	2	82	2	1 146	1
Cambodia	26	3	111	1	212	5
Viet-Nam, Rep. of	19	4	75	4	273	3
Thailand	13	5	60	5	232	4
China, Rep. of	12	6	43	6	197	6
Pakistan	6.7	7	18	7	59	9
Korea, Rep. of	6.6	8	17	8	143	8
India	6.5	9	13	9	181	7

Unit recurring expenditure at the first level varies greatly, from US $6.5 (India) to $60 (Singapore); at the second level, from $13 (India) to $111 (Cambodia); and at the third level, from $59 (Pakistan) to $1 146 (Malaysia). Quite as striking in its range is the ratio of unit costs for different levels of education. By way of illustration, the ratios of unit costs for the first, second and third levels are shown in the following statement for five countries: India (the lowest unit costs at the first and second levels), Singapore (the highest unit cost at the first level), Cambodia (the highest unit cost at the second level), Pakistan (the lowest unit cost at the third level) and Malaysia (the highest unit cost at the third level).

	Inter-level ratios of unit costs				
	1st level	:	2nd level	:	3rd level
India	1	:	2	:	27
Singapore	1	:	1.3	:	12.8
Cambodia	1	:	4.3	:	8
Pakistan	1	:	2.7	:	8.8
Malaysia	1	:	1.9	:	26

Table 42 on page 50 gives an illustration of the annual financial input effort per pupil, by levels, expressed as percentage of per capita national income.

Table 42. National income per capita and unit recurring expenditure on public education as % of it, by level, selected countries around 1965, in U.S. dollars

Country	National income per capita	Rank	Unit recurring expenditure on public education as percentage of per capita national income					
			First level	Rank	Second level	Rank	Third level	Rank
Japan	694	1	16.8	3	18.4	7	148.8	7
Singapore	508	2	11.8	6	15.3	9	150.7	6
Malaysia, (West Malaysia only)	253	3	17.2	2	32.6	4	453.2	1
China, Rep. of	185	4	6.3	9	23.1	5	106.7	9
Viet-Nam, Rep. of	117	5	16.0	4	63.8	2	233.7	2
Cambodia	112	6	23.1	1	98.8	1	189.6	4
Thailand	109	7	12.3	5	55.3	3	213.3	3
Korea, Rep. of	102	8	6.5	8	16.8	8	140.1	8
Pakistan	95	9	7.1	7	18.8	6	62.1	10
India	91	10	7.1	7	13.6	10	179.3	5

Productivity is usually defined as output : input. An attempt to classify some Asian countries (for which data are available) with regard to productivity in primary education may be made by using the retention ratio as a tentative indicator for the output, and the unit expenditure as percentage of per capita income as a possible indicator for the input. On this basis (see footnote 1/ on page 51), the picture would appear as follows:

1. High in the Republic of China and the Republic of Korea (large output: small input);
2. Medium in Japan, Malaysia and Singapore (large output: large input);
3. Medium in India and Pakistan (small output: small input);
4. Low in Cambodia, Thailand and the Republic of Viet-Nam (small output: large input) 1/.

Table A 28 (pages 157-159) gives the distribution of public expenditure on education by level and main purpose for individual countries. Since the budgetary classification of public expenditure in most countries does not always mark out clearly the levels or main purposes of expenditure allocation, the data on expenditure must be interpreted with caution. Table A 28 does however present a broad picture which reflects the priorities in educational development as the national authorities view them from time to time. In almost all countries, allocations for the second and third levels of education show a marked rising trend. Allocations for the first level, although showing a declining trend, still form a substantial proportion of total educational expenditure in most countries and in all Groups. For example, of 14 countries for which data are available, the allocations for the first level in 8 countries (and they are to be found in all Groups) are well above 50 per cent of the total educational expenditure.

Increases in the allocations for the second level have gone mainly into general secondary education. Vocational and technical education has gained but not to an extent that would reflect a fundamental change in the pattern of secondary education. The Asian Model[2] envisaged that, by 1970, recurrent allocations for the second level as a whole would reach about 34 per cent, and second-level vocational and technical education about 6 per cent of the total recurrent educational expenditure. While most countries are now approaching the target of 34 per cent for second-level education, present trends indicate that allocations for vocational and technical education are falling short of the mark. The actual expenditures are given in Table A 29 on pages 160-166.

Beginning on page 52, statistics on enrolment for the region as a whole and for Groups A, B, and C are delineated graphically in a series of six charts. These graphic representations summarize the educational picture for the Asian region as it appeared in 1967. Statistical details are then presented in Part II which begins on page 59.

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[1] It has to be borne in mind, however, that the retention ratio gives a limited picture of the output, as it is only quantitative and does not express the differences in quality of primary education in various countries. This analysis, therefore, cannot be applied to compare educational productivity in countries where the retention ratio is approaching 100% and in which there is a probable difference in the quality of education. The conclusions of the analysis should therefore be interpreted taking into account the definitions of output and input used here.

[2] Op. cit. p. 70.

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CHART I.

Population 5-24 years and enrolment at all levels - The Region

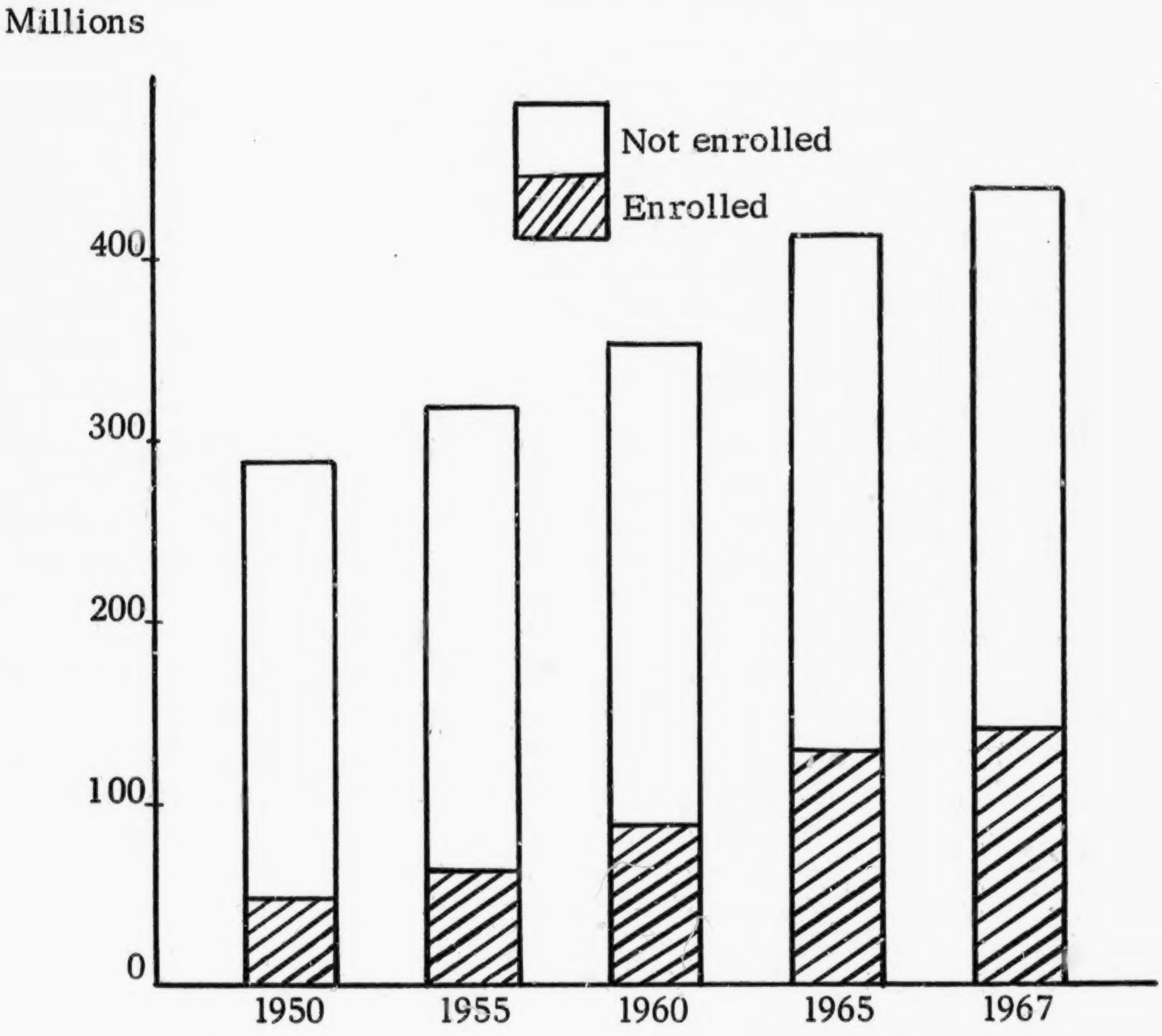


CHART II.

Population 5-24 years, enrolment, teachers and institutions at all levels - The Region. (Index 1950 = 100)

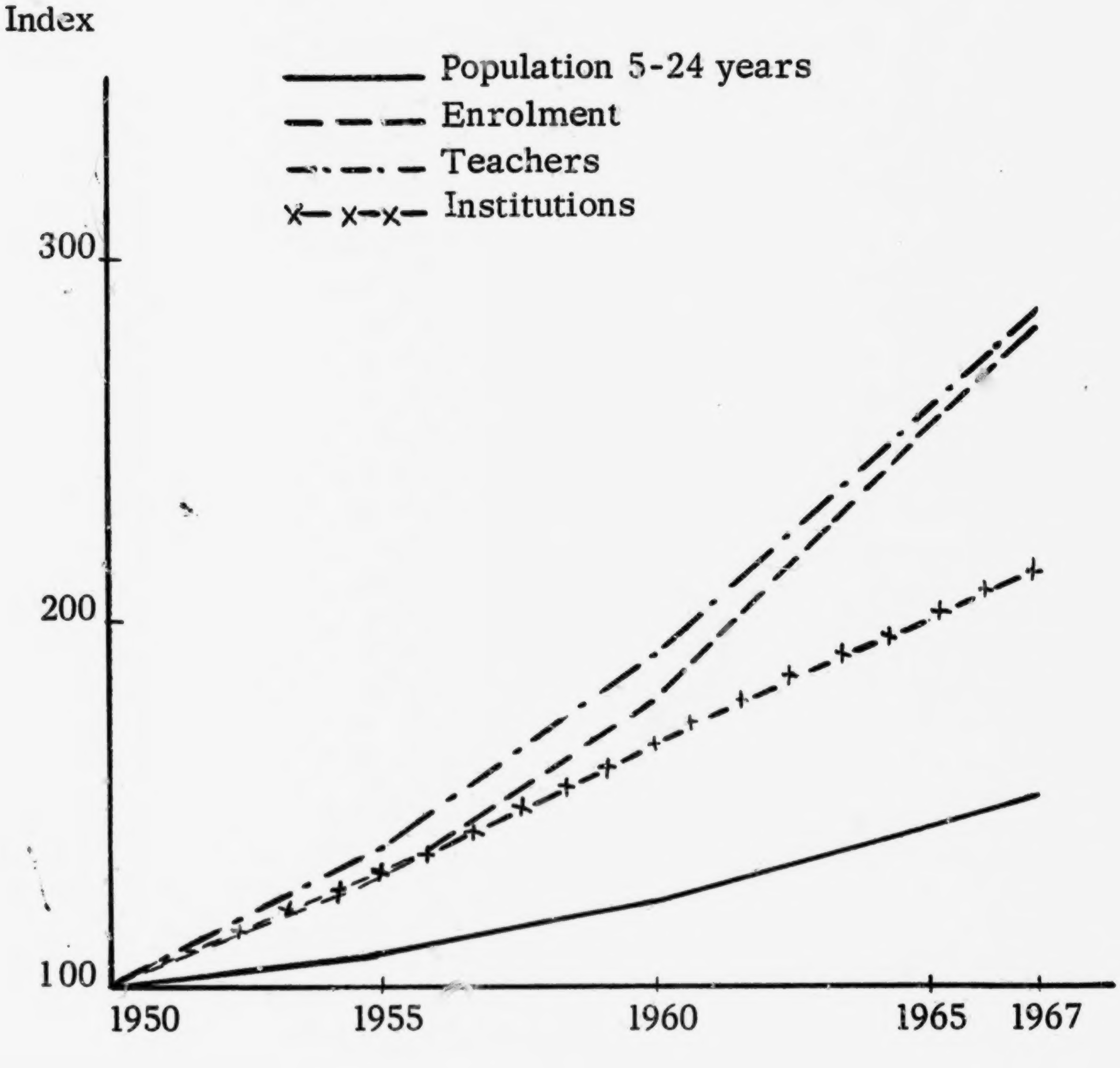


CHART III.

Enrolment by levels of education - The Region (Index 1950 = 100)

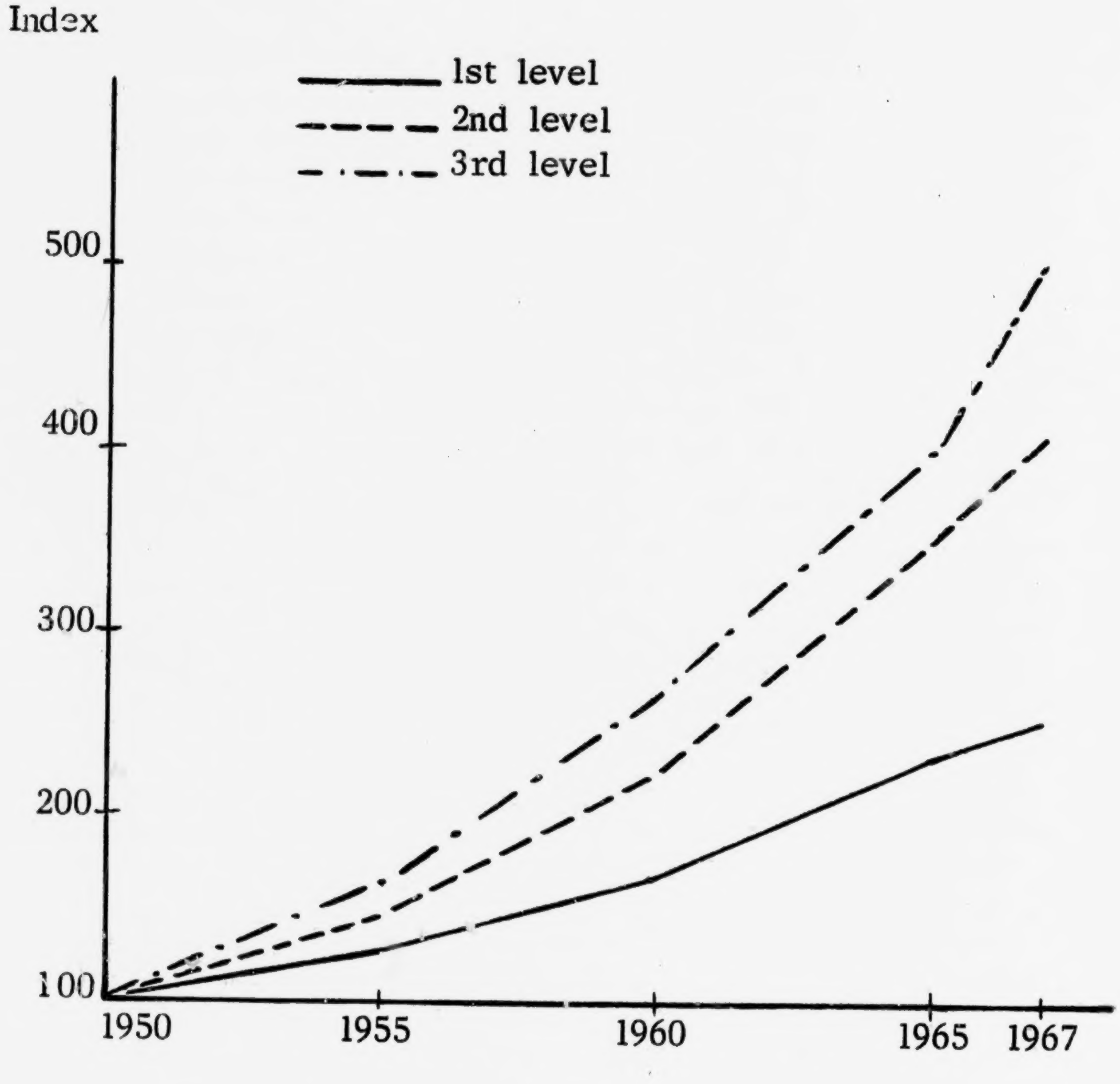


CHART IV.

Percentage female enrolment by levels of education - The Region

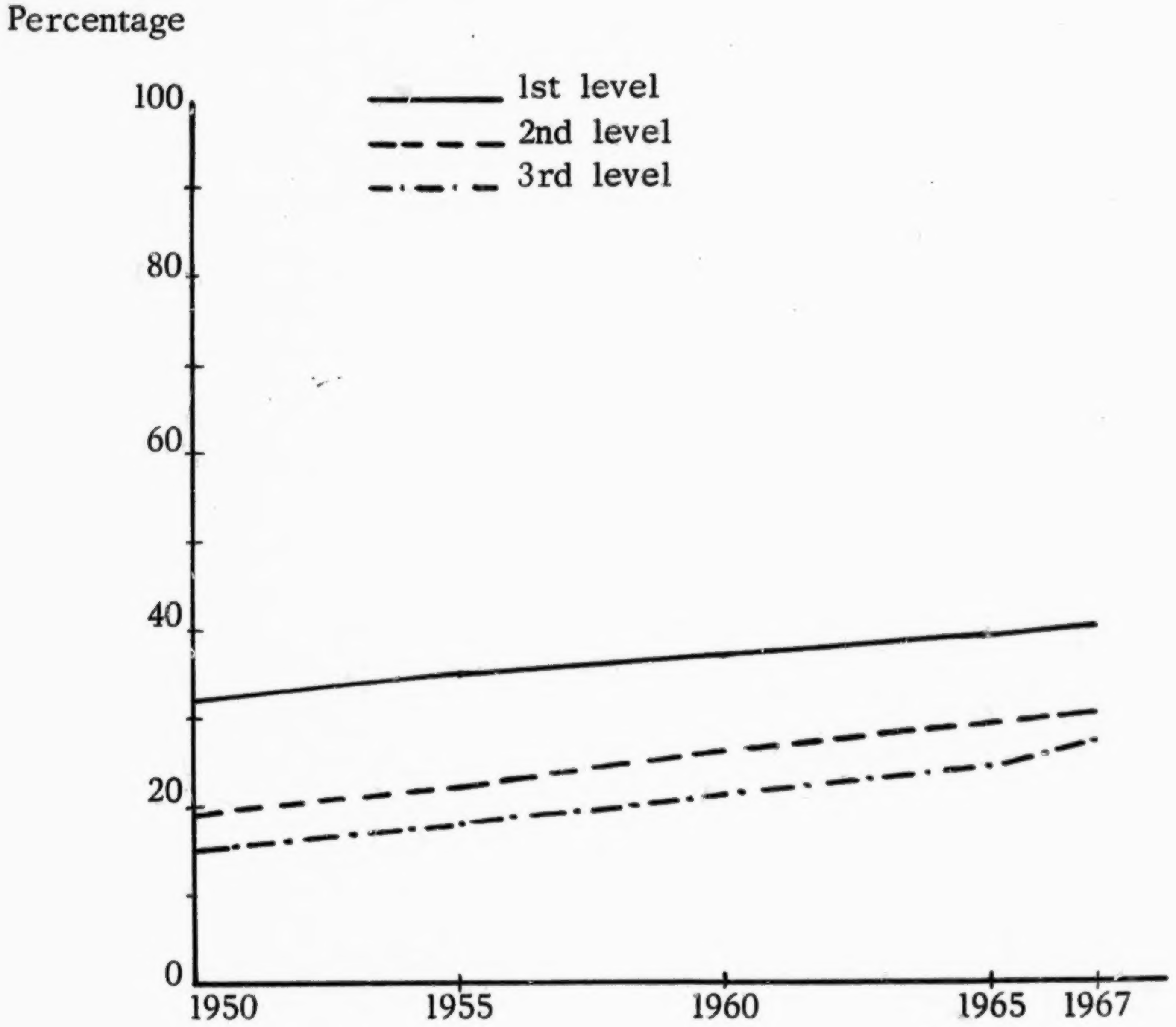


CHART V.

Enrolment at all levels as percentage of population 5-24 years - The Region and Groups A, B, C

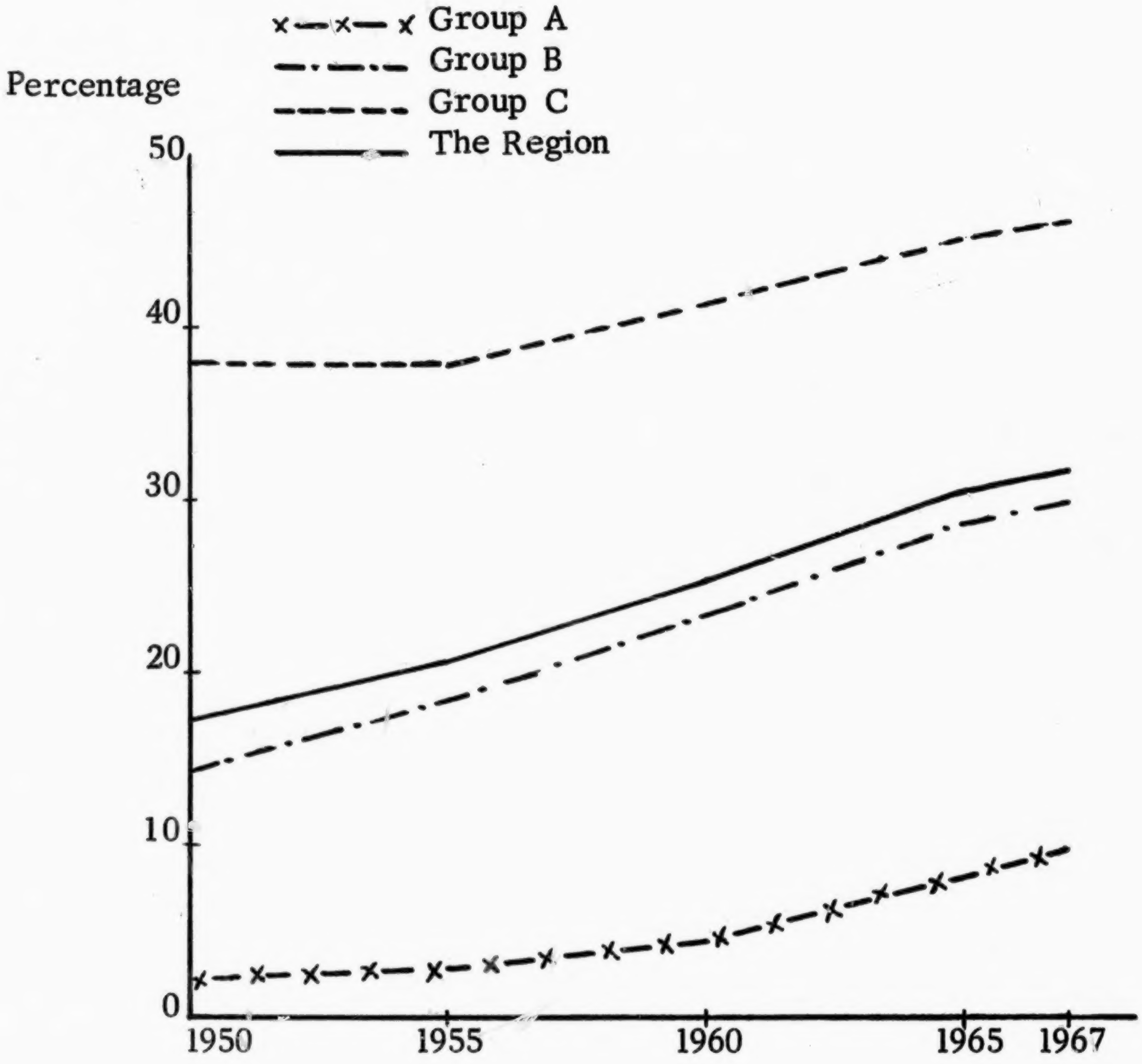
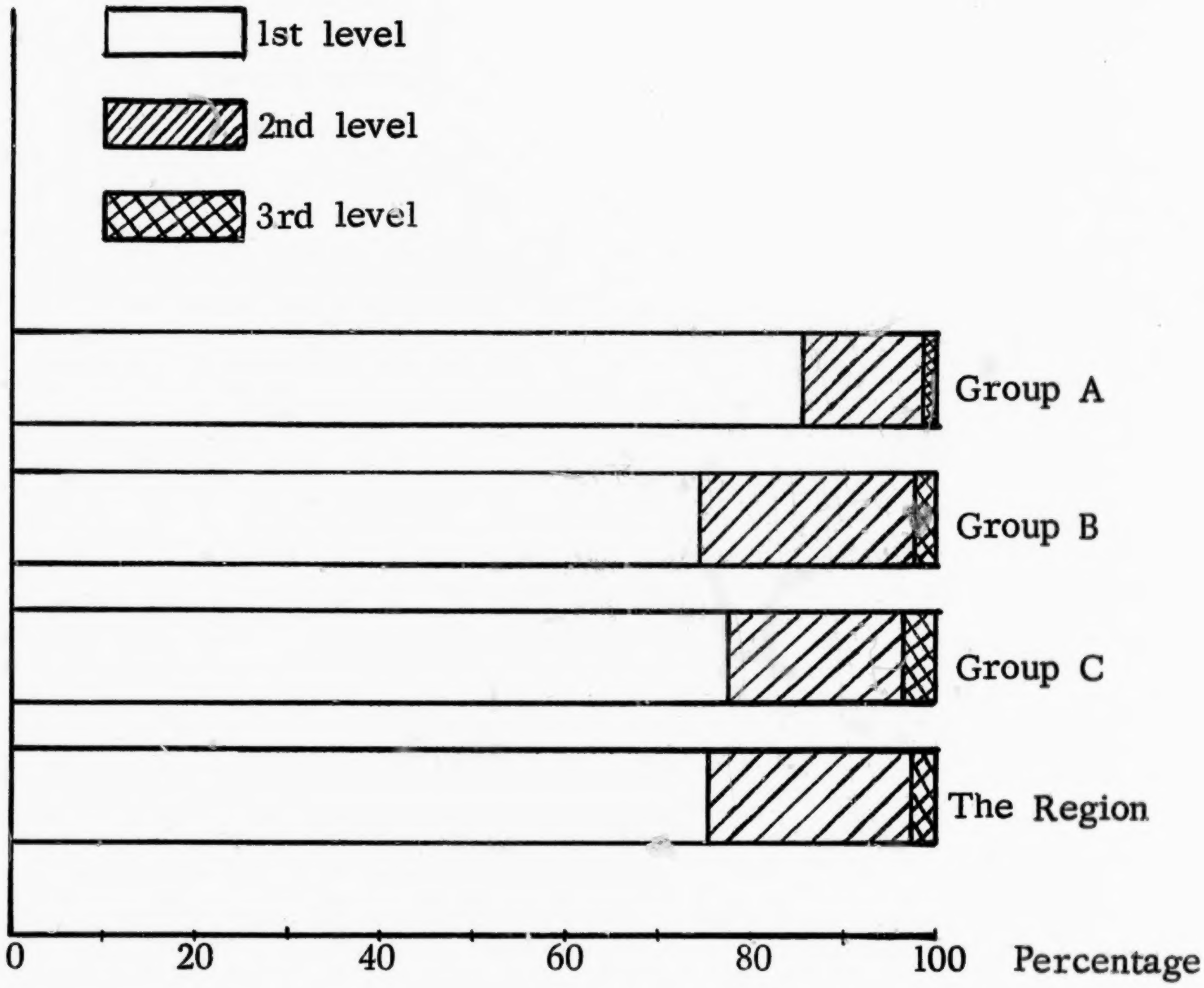


CHART VI.

Percentage distribution of enrolment by levels of education, 1967 - The Region and Groups A, B, C



Part II

STATISTICAL TABLES

Introductory Note

Part II of the Review consists of thirty-one tables giving statistical information on population, area, illiteracy, educational attainment, enrolment, teaching staff, educational institutions and educational expenditure.

The data have been gathered from official national publications and other documents, notably the Unesco Statistical Yearbook, and United Nations publications. Specific references to sources have been noted at the bottom of certain tables. (A selected list of documents containing educational statistics forms Part III of the Review).

In case of conflicting data from different sources, the data given in official publications, if available, have been used. Where data reported earlier for some previous years are found to be different from the data subsequently acquired for the same item, the later data have been used. The data have to be interpreted bearing in mind the limitations imposed by a lack of uniformity in the concepts, definitions, classifications and reporting procedures used by the different countries.

As far as possible, school statistics are given for the school years(fiscal year for educational expenditure), beginning in 1950, 1955, 1960, 1965, 1966, and 1967. Grade enrolment data are presented, as far as possible, for every school year over the period 1950-67.

Owing to rounding off, the totals shown in the tables do not always correspond exactly to the sums of their component items.

The regional totals, wherever they occur, include only eighteen countries of the Asian region; namely, Afghanistan, Burma, Cambodia, Ceylon, Republic of China, India, Indonesia, Iran, Republic of Korea, Laos, Malaysia, Mongolia, Nepal, Pakistan, Philippines, Singapore, Thailand and Republic of Viet-Nam.

The following extracts from the Unesco *Recommendation concerning the International Standardization of Educational Statistics*, adopted in 1958[1] are relevant to the classification by levels and type of education used in this Review.

> "12. Education should be classified as far as possible by level as follows:
>
> (a) *Education preceding the first level*, which provides education for children who are not old enough to enter a school at the first level (e.g., at nursery school, kindergarten, infant school).
>
> (b) *Education at the first level*, of which the main function is to provide basic instruction in the tools of learning (e.g., at elementary school, primary school).
>
> (c) *Education at the second level*, based upon at least four years' previous instruction at the first level, and providing general or specialized instruction, or both (e.g., at middle school, secondary school, high school, vocational school, teacher-training school at this level).
>
> (d) *Education at the third level*, which requires, as a minimum condition of admission, the successful completion of education at the second level, or evidence of the attainment of an equivalent level of knowledge (e.g., at university, teachers college, higher professional school).
>
> 14. Where possible, education of the second level should be subdivided by type as follows:
>
> (a) *General education*, which does not aim at preparing the pupils directly for a given trade or occupation.
>
> (b) *Vocational education*, which aims at preparing the pupils directly for a trade or occupation other than teaching.

The following symbols are used:

-	Magnitude nil or negligible
0	Magnitude less than half of unit employed
...	Data not available
.	Category not applicable
*	Provisional or estimated data

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[1] Unesco. *Manual of educational statistics*. Paris, 1961. 241 p. tables.

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Summary statistics for the Asian region : population, illiteracy, enrolment, teachers, schools

The data presented in this table, except for population (see below) are aggregates, or based on aggregates, of the data relating to the individual countries given in relevant country tables, in particular: Table A 4 on illiteracy; Tables A 7 and A 8 on enrolment; Tables A 20 and A 21 on teachers; Table A 24 on schools; and Table A 30 on grade enrolment. When necessary, country data have been supplemented with Unesco estimates for missing information. Owing to insufficient data, the distribution of enrolment and teachers by type of education at the second level, as well as the percentage of female teachers by level, are largely based on estimates and are given only to indicate broad orders of magnitude. It should further be noted that the school data provided in this table refer only to the first, second and third levels of education. The data do not cover, therefore, pre-school, special and adult education. All school statistics refer to the school-year begun in the calendar years indicated.

Population data presented under section A 1.1 are aggregates of the country estimates prepared for use in connexion with *An Asian Model of Education Development* published by Unesco in 1966. The Asian region for the purpose of Table A 1 is composed of the eighteen countries listed in the Introductory Note to the Statistical Tables.

A 1.1 Estimated total population and population 5-24 years old, and annual rate of increase, 1950-80

	Estimates of population (in thousands)						Average annual rate of increase (%)		
	1950	1955	1960	1965	1970	1980	1950-60	1960-70	1970-80
Total population	656 891	734 731	823 612	935 563	1 064 426	1 370 198	2.3	2.6	2.6
As % of World population	26.1	27.3	27.5	28.6	29.8	32.1			
Population 5-9	84 223	95 853	116 434	134 211	151 570	186 524	3.3	2.7	2.1
10-14	76 062	82 643	92 095	113 515	131 682	165 702	1.9	3.6	2.3
15-19	68 335	73 277	76 883	89 984	111 368	147 101	1.2	3.8	2.8
20-24	60 387	64 654	69 188	75 138	87 823	127 285	1.4	2.4	3.8
5-24	289 007	316 427	354 599	412 847	482 443	626 613	2.1	3.1	2.7
Age group 5-24 as % of total population	44.0	43.1	43.1	44.1	45.3	45.7			

A 1.2 Estimates of illiteracy among the adult population (15 years of age and over) around 1950 and 1960

	Around 1950	Around 1960
Adult population (in thousands)	403 700	472 100
Illiterate adults (in thousands)	307 400	314 500
Illiteracy percentage	76.1	66.6
Illiterate adults in Asian region as percentage of World total	43.9	42.5

Summary statistics for the Asian region : population, illiteracy, enrolment, teachers, schools

A 1.3 Total and female enrolment by level and type of education, 1950-67

Level and type of education	Total enrolment (in thousands)					Percentage female enrolment					Percentage distribution of total enrolment by level				
	1950	1955	1960	1965	1967	1950	1955	1960	1965	1967	1950	1955	1960	1965	1967
First level	41 600	52 725	70 350	96 763	105 291	32	35	37	39	40	83.3	81.1	78.7	76.6	75.2
Second level (total)	7 619	11 073	17 107	26 729	31 174	19	22	26	29	30	15.3	17.0	19.1	21.1	22.2
General	7 094	10 101	15 863	24 704	28 992	18	22	26	29	30	(14.2)	(15.5)	(17.8)	(19.6)	(20.7)
Vocational/Technical	372	667	1 028	1 662	1 748	21	23	24	32	34	(0.7)	(1.0)	(1.2)	(1.3)	(1.2)
Teacher training	152	305	216	363	435	20	16	30	28	37	(0.4)	(0.5)	(0.1)	(0.2)	(0.3)
Third level	716	1 175	1 907	2 861	3 591	15	18	21	24	27	1.4	1.9	2.2	2.3	2.6
All levels	49 934	64 973	89 363	126 353	140 056	30	33	35	37	38	100	100	100	100	100

A 1.4 Average annual rate of increase in enrolment by sex and level of education, 1950-67 (percentage)

Sex	Period	All levels	First level	Second level	Third level
Both sexes	1950-55	5.4	4.8	7.7	10.4
	1955-60	6.6	5.9	9.1	9.7
	1960-65	7.2	6.6	9.3	8.5
	1965-67	5.3	4.3	8.0	12.0
Female	1950-55	7.4	6.9	11.7	13.9
	1955-60	7.9	7.1	12.6	14.2
	1960-65	8.3	7.7	11.6	11.5
	1965-67	6.5	5.5	10.2	19.0

Summary statistics for the Asian region : population, illiteracy, enrolment, teachers, schools

A 1.5 Enrolment ratios, 1950-67

Year	Enrolment, all levels, as percentage of total population	Enrolment, all levels, as percentage of population 5-24 years
1950	7.6	17.3
1955	8.8	20.5
1960	10.9	25.2
1965	13.5	30.6
1967	14.2	31.9

A 1.6 Enrolment and retention rates in the first four grades of the first level of education

Grade-year (cohort starting in 1960)	I (1960)	II (1961)	III (1962)	IV (1963)
Total enrolment (in thousands)	24 520	15 735	13 366	11 530
Retention rate (%)				
- in relation to grade I	100	64.2	54.5	47.0
- grade-to-grade	.	64.2	84.9	86.3

A 1.7 Number of schools at the first and second levels of education, 1950-67

Year	First level	Second level
1950	344 700	35 700
1955	446 000	53 200
1960	533 700	95 200
1965	629 500	133 100
1967	662 100	148 400

Summary statistics for the Asian region : population, illiteracy, enrolment, teachers, schools

A 1.8 Total and female teaching staff by level of education, 1950-67

Level of education	Total number of teachers (in thousands)					Percentage female teachers					Percentage distribution of total teachers by level				
	1950	1955	1960	1965	1967	1950	1955	1960	1965	1967	1950	1955	1960	1965	1967
First level	1 047	1 373	1 691	2 228	2 336	27	29	34	37	37	73.3	69.5	62.1	60.7	57.6
Second level	342	542	932	1 289	1 534	16	19	22	23	25	24.0	27.4	34.2	35.1	37.8
Third level	38	62	102	153	187	...	...	...	...	...	2.7	3.1	3.7	4.2	4.6
All levels	1 427	1 976	2 724	3 670	4 057	...	...	...	...	...	100	100	100	100	100

A 1.9 Average annual rate of increase in the teaching staff and pupil-teacher ratio by level of education, 1950-67

	Period	All levels	First level	Second level	Third level
Annual rate of increase (percentage)	1950-55	6.7	5.6	9.6	10.0
	1955-60	6.4	4.3	11.5	10.4
	1960-65	6.2	5.7	6.7	8.6
	1965-67	5.1	2.4	9.1	10.3
Pupil-teacher ratio	1950	35	40	22	19
	1955	33	38	20	19
	1960	33	42	18	19
	1965	34	43	21	19
	1967	35	45	20	19

A 2. Estimated total population, rate of population increase, area and density, 1950, 1955, 1960, 1965-1967

Country	Estimates of mid-year population (in thousands)						Average annual rate of increase (%)			Area in km^2	Population per km^2 in 1967
	1950	1955	1960	1965	1966	1967	1950-55	1955-60	1960-65		
Afghanistan	[1]10 600	[1]11 400	13 800	15 051	15 397	15 751	1.5	...	1.7	647 497	24
Burma	18 766	20 387	22 355	24 732	25 246	25 811	1.7	1.8	2.1	678 033	38
Cambodia	4 074	4 710	5 440	6 142	6 277	6 415	3.0	2.8	2.4	181 035	35
Ceylon	7 678	8 723	9 890	11 164	11 440	11 701	2.6	2.5	2.6	65 610	179
China (Taiwan)[2]	7 619	8 907	10 612	12 443	12 811	13 142	3.2	3.6	3.2	35 961	365
India	358 293	386 613	429 016	486 650	498 703	511 126	1.8	2.0	2.7	3 268 090	156
Indonesia[3]	76 000	83 858	93 506	104 879	107 431	110 079	1.6	2.2	2.3	1 491 564	74
Iran	[1]16 276	[1]18 325	21 500	24 549	25 283	26 284	2.2	...	2.7	1 648 000	16
Japan	82 900	89 000	93 210	97 960	98 860	99 920	1.4	0.9	1.0	369 661	270
Korea, Rep. of	[4]20 200	21 424	24 695	28 377	29 086	29 784	[5]1.0	2.8	2.8	98 477	302
Laos	1 700	2 016	2 330	2 635	2 700	2 770	3.3	2.7	2.5	236 800	12
Malaysia	6 100	6 963	8 013	9 421	9 725	10 071	2.7	2.8	3.3	332 633	30
Mongolia	775	831	953	1 104	1 140	1 170	1.5	2.8	3.0	1 565 000	1
Nepal	8 000	8 590	9 180	10 100	10 294	10 500	1.4	1.4	1.9	140 797	75
Pakistan	75 040	83 498	92 696	102 876	105 044	107 258	2.2	2.1	2.1	946 716	113
Philippines	20 275	23 568	27 410	32 345	33 477	34 656	3.0	3.1	3.4	300 000	116
Singapore	1 022	1 306	1 634	1 865	1 914	1 956	4.7	4.6	2.7	581	3 367
Thailand	19 635	22 762	26 392	30 744	31 698	32 680	2.8	3.0	3.1	514 000	64
Viet-Nam, Rep. of	...	12 000	14 100	16 124	16 543	16 973	...	3.3	2.7	170 906	99

Note. Population figures are national official estimates of mid-year population, supplemented in some cases by United Nations estimates. For detailed descriptions of the series and their limitations, see the 1967 *Supplement to the Statistical Yearbook and the Monthly Bulletin of Statistics* of the United Nations. The actual data shown in this Table have been obtained from the *Demographic Yearbook* and the *Monthly Bulletin of Statistics*, both United Nations publications.

1. Figure not comparable with those in later years.
2. Excluding armed forces and foreigners.
3. Excluding West Irian (Mid-year population 820 000 in 1967).
4. 1949.
5. 1949-1955.

A 3. Percentage distribution of the population by specified age groups, 1960 and 1980

Country	Year	All ages	0-4	5-9	10-14	15-19	20-24	25-44	45-59	60 and over
Afghanistan	1960	100	16.6	14.0	12.6	9.3	7.2	24.4	10.1	5.8
	1980	100	15.1	13.9	12.4	10.6	9.0	23.5	9.8	5.7
Burma	1960	100	15.6	12.8	11.2	8.8	8.7	25.9	11.5	5.5
	1980	100	17.2	12.9	11.3	9.8	8.5	23.3	10.7	6.3
Cambodia	1960	100	18.5	14.8	11.7	9.4	8.1	23.6	9.4	4.5
	1980	100	16.9	14.8	12.6	10.8	9.2	22.4	8.8	4.5
Ceylon	1960	100	16.6	14.4	12.0	9.4	7.8	24.3	10.3	5.2
	1980	100	15.7	13.5	11.6	10.1	8.9	23.6	10.1	6.5
China	1960	100	17.9	16.3	11.2	8.7	7.0	24.8	9.8	4.2
(Taiwan)	1980	100	11.9	11.6	11.5	11.4	10.5	26.4	11.1	5.6
India	1960	100	16.5	13.2	11.3	9.8	8.7	25.5	10.1	4.9
	1980	100	12.5	13.0	12.1	10.9	9.4	25.0	11.0	6.1
Indonesia	1960	100	19.1	15.8	9.3	7.1	8.4	27.4	9.5	3.4
	1980	100	16.8	13.2	11.6	11.2	9.8	21.1	10.9	5.4
Iran	1960	100	16.6	14.0	12.6	9.3	7.2	24.4	10.1	5.8
	1980	100	15.1	13.9	12.4	10.6	9.0	23.6	9.8	5.6
Korea,	1960	100	18.9	13.7	11.2	9.5	8.5	23.3	9.7	5.2
Rep. of	1980	100	15.4	13.1	11.5	10.7	10.3	23.4	9.7	5.9
Laos	1960	100	18.0	14.0	11.0	9.0	8.0	24.2	10.9	4.9
	1980	100	21.5	14.3	12.6	10.9	9.4	20.7	7.0	3.6
Malaysia	1960	100	17.4	15.6	12.8	9.3	8.0	22.0	10.1	4.8
	1980	100	18.4	15.0	12.3	10.2	8.7	22.8	7.9	4.8
Mongolia	1960	100	16.3	14.2	8.8	7.2	7.4	23.2	13.2	9.7
	1980	100	16.3	14.2	8.8	7.2	7.3	23.2	13.3	9.7
Nepal	1960	100	16.8	14.0	11.5	10.0	8.2	25.2	10.0	4.3
	1980	100	17.6	13.9	11.6	9.6	8.8	24.1	9.6	4.8
Pakistan	1960	100	18.9	16.0	11.1	9.1	7.9	22.8	14.2	
	1980	100	20.1	15.5	12.7	10.6	8.7	20.2	12.2	
Philippines	1960	100	18.4	15.3	12.6	10.4	8.5	22.0	8.4	4.4
	1980	100	19.9	15.7	12.7	10.3	8.3	21.2	7.6	4.3
Singapore	1960	100	18.4	15.7	10.8	7.8	7.3	23.7	11.7	4.6
	1980	100	15.4	13.5	11.9	11.0	9.9	22.5	9.3	6.5
Thailand	1960	100	18.4	14.8	11.7	9.8	8.5	23.4	8.9	4.5
	1980	100	18.6	15.0	12.3	10.4	8.8	21.6	8.6	4.8
Viet-Nam,	1960	100	18.0	15.0	11.0	9.0	8.0	23.6	10.1	5.3
Rep. of	1980	100	16.7	13.5	11.4	9.9	9.2	23.6	10.0	5.7

Note. Percentages calculated from population estimates prepared for use in connexion with *An Asian Model of educational development* published by Unesco in 1966.

A 4. Illiterate population and percentage of illiteracy in the population 15 years of age and over, by sex, last two censuses since 1945

Country	Year of census	Illiterate population			Percentage of illiteracy		
		Total	Male	Female	Total	Male	Female
Afghanistan[1]	1965	7 392 000	3 370 000	4 022 000	94	88	99
Burma[2]	[3]1953	583 336	135 098	448 238	30.1	13.7	47.2
	[4]1954	710 152	134 278	575 874	42.3	16.6	66.2
Cambodia	[5]1958	1 526 700	457 100	1 069 600	69.2	42.4	94.7
	1962	1 893 586	478 796	1 414 790	59.0	30.1	87.3
Ceylon	1953	1 576 798	513 811	1 062 987	32.3	19.5	47.3
	1963	1 541 090	477 870	1 063 220	24.9	14.6	36.3
China (Taiwan)	1956	2 407 171	791 480	1 615 691	46.1	29.9	62.5
India	[6]1951	173 857 820	78 630 730	95 227 090	80.7	70.6	91.6
	[7]1961	186 924 443	78 194 680	108 729 763	72.2	58.5	86.8
Indonesia[8]	1961	31 819 759	11 581 265	20 238 494	57.1	42.8	70.4
Iran	1956	9 336 758	4 318 405	5 018 353	87.2	80.2	94.5
	1966	10 368 000	4 628 000	5 740 000	77.0	66.9	87.6
Japan[9]							
Total	1960	1 425 600	310 200	1 115 400	2.2	1.0	3.3
Urban		334 400	73 200	261 200	1.1	0.5	1.7
Rural		1 091 200	237 000	854 200	3.1	1.4	4.6
Korea, Rep. of	1955	2 934 353	771 907	2 162 446	23.2	12.6	33.3
	[10]1960	4 359 570	1 212 027	3 147 543	29.4	16 6	41.8
Laos[1]	1962	1 025 000	456 000	569 000	72	70	73
Malaysia							
Sabah	1960	196 198	88 623	107 575	76.5	65.6	88.5
Sarawak	1960	324 612	142 493	182 119	78.5	69.1	87.9
West Malaysia	1957	1 868 948	624 662	1 244 286	53.0	34.1	73.5
Mongolia[1]	1962	597 000	208 000	389 000	30	21	39
Nepal	1952/54	4 808 919	2 190 869	2 618 050	94.9	90.9	99.4
	1961	5 159 650	2 269 643	2 890 007	91.2	83.3	98.5
Pakistan[11]							
Total	1961	40 690 742	18 926 203	21 764 539	81.2	71.1	92.6
Urban		4 558 120	2 231 141	2 326 979	63.3	52.6	78.9
Rural		36 132 622	16 695 062	19 437 560	84.2	74.7	94.6
Philippines	1948	4 214 203	1 866 021	2 348 182	40.0	35.9	43.8
	1960	4 139 908	1 877 317	2 262 591	28.1	25.8	30.5
Singapore	1957	413 342	142 390	270 952	50.2	32.3	70.8
Thailand	1947	4 833 747	1 571 207	3 262 540	48.0	31.4	64.4
	1960	4 828 912	1 540 910	3 288 002	32.3	20.7	43.9
Viet-Nam, Rep. of[1]	1962	7 055 000	3 197 000	3 858 000	84	77	90

A 4. Illiterate population and percentage of illiteracy in the population 15 years of age and over, by sex, last two censuses since 1945 (continued)

Note. In this table, as well as in Table A5, ability to both read and write is used as the criterion of literacy; hence all semi-literates - persons who can read but not write - are included with illiterates. Persons unspecified for literacy are excluded from calculations. For further details on these data see the Unesco *Statistical Yearbook* (1965 and 1967 editions), and the United Nations *Demographic Yearbook* (1963 and 1964 editions). For a methodological discussion on the subject, the reader is referred to Unesco publications *World Illiteracy at Mid-Century* (Paris, 1957) and *Statistics of Illiteracy* (see Note 1 below).

1. Official or Unesco estimates published in *Statistics of Illiteracy*. Report prepared for the World Conference of Ministers of Education on the Eradication of Illiteracy, Teheran, 8-19 September 1965. Unesco, August 1965.

2. Population 16 years of age and over.

3. Population in 252 towns only, approximating the urban areas in the Union.

4. Population in 2 131 village tracts.

5. Based on a sample survey.

6. Based on a 10% sample of census returns.

7. Excluding Sikkim and North East Frontier Agency. Including Kashmir-Jammu and Goa, Daman and Diu.

8. Excluding West Irian. Data based on a 1% sample of census returns.

9. Illiteracy defined as "never attended school".

10. Based on a 20% sample of census returns.

11. Excluding data for Frontier Regions of West Pakistan (population 3 437 939; of which 1 791 755 males and 1 646 184 females), 111 369 foreigners (64 824 males; 46 545 females), and probably also a considerable number of nomads.

A 5. Number of illiterates and illiteracy rates in the population 10 years of age and over, by sex and age groups, latest census or estimate available

Country	Year of census	Age group	Illiterate population			Percentage of illiteracy		
			Total	Male	Female	Total	Male	Female
Afghanistan[1]	1965	10-14	1 466 000	657 000	809 000	86	77	96
		15-19	1 315 000	617 000	698 000	91	85	98
		20-24	1 121 000	529 000	592 000	92	87	98
		25-34	1 778 000	849 000	929 000	94	90	99
		35-44	1 285 000	615 000	670 000	96	92	99
		45-54	914 000	429 000	485 000	98	96	100
		55-64	633 000	267 000	366 000	99	98	100
		65	463 000	166 000	297 000	99	98	100
Burma[2]	1953	11-15	75 124	24 221	50 903	26.1	15.9	37.4
		16-20	91 798	18 813	72 985	27.2	11.5	41.9
		21-25	77 367	17 982	59 385	27.3	12.7	41.9
		26-35	137 925	35 430	102 495	27.5	13.5	42.9
		36-45	116 927	30 023	86 904	31.6	15.3	50.1
		46-55	80 078	18 219	61 859	33.2	14.4	53.8
		56	79 241	14 631	64 610	38.7	14.9	60.4
	[3]1954	16-20	...	...	...	40.6	18.6	59.8
		21-25	...	...	...	39.8	15.3	61.1
		26-35	...	...	...	39.3	15.4	61.9
		36-45	...	...	...	43.2	22.4	68.9
		46-55	...	...	...	45.4	16.5	73.1
		56	...	...	...	43.5	17.3	78.2
Cambodia	1962	10-14	385 394	149 804	235 590	51.0	38.7	63.8
		15-19	253 794	69 438	184 356	47.7	26.0	69.5
		20-24	264 219	62 478	201 741	56.5	27.5	83.9
		25-34	521 689	142 588	379 101	65.4	36.4	93.2
		35-44	402 517	124 473	278 044	69.6	43.0	96.1
		45-54	297 119	97 075	200 044	71.9	46.9	97.1
		55-64	191 206	64 607	126 599	73.7	49.6	97.9
		65	119 502	38 200	81 302	75.0	49.9	98.2
Ceylon	1963	10-14	203 700	91 100	112 600	15.3	13.4	17.3
		15-19	139 610	50 460	89 150	13.7	9.7	17.8
		20-24	139 850	39 760	100 090	15.8	9.0	22.5
		25-34	298 030	79 250	218 780	21.0	10.8	31.8
		35-44	300 280	81 260	219 020	26.8	13.6	42.0
		45-54	254 900	80 020	174 880	32.3	18.2	49.9
		55-64	196 920	70 370	126 550	38.3	23.7	58.2
		65	181 970	65 260	116 710	48.1	31.6	67.8
China (Taiwan)	1956	12-14	97 906	19 578	77 518	16.5	6.4	27.2
		15-19	249 219	70 483	178 736	26.2	14.4	38.6
		20-24	207 622	45 386	162 236	29.1	14.7	40.1
		25-34	511 524	143 895	367 629	37.9	20.7	56.2
		35-44	508 022	180 291	327 731	52.0	33.6	74.6
		45-54	445 560	172 996	272 564	68.0	49.7	88.9
		55-64	282 624	112 730	169 894	80.4	64.8	95.5
		65	202 584	65 690	136 894	87.9	72.4	98.0
India[4]	1961	10-14	28 444 157	11 966 167	16 477 990	57.7	45.6	71.6
		15-19	22 079 495	8 913 702	13 165 793	61.6	47.9	76.2
		20-24	24 776 910	9 133 540	15 643 370	66.4	50.2	81.8
		25-34	48 164 212	19 845 445	28 318 767	71.5	57.5	86.1
		35-44	36 014 028	15 685 516	20 328 512	74.6	61.1	89.8
		45-59	35 164 027	15 788 892	19 375 135	78.2	65.4	92.9
		60	20 567 811	8 747 752	11 820 059	83.3	70.8	95.7

A 5. Number of illiterates and illiteracy rates in the population 10 years of age and over, by sex and age groups, latest census or estimate available (continued)

Country	Year of census	Age group	Illiterate population			Percentage of illiteracy		
			Total	Male	Female	Total	Male	Female
Indonesia[5]	1961	10-14	2 278 489	1 029 182	1 249 307	27.9	23.8	32.4
		15-19	2 486 692	897 842	1 588 850	32.3	23.4	41.0
		20-24	3 315 001	895 160	2 419 841	42.5	25.9	55.8
		25-34	8 794 328	2 807 176	5 987 152	55.4	38.3	70.1
		35-44	6 932 817	2 689 044	4 243 773	62.6	47.0	79.1
		45-54	5 166 401	2 076 910	3 089 491	73.4	58.4	88.7
		55-64	3 003 194	1 294 500	1 708 694	80.1	68.2	92.3
		65	2 051 849	892 617	1 159 232	85.2	76.1	93.8
Iran	1966	10-14	1 426 300	523 600	902 700	47.0	32.7	63.2
		15-19	1 225 300	468 900	756 400	57.8	44.0	71.9
		20-24	1 123 200	404 300	718 900	67.7	52.2	81.3
		25-34	2 579 500	1 111 800	1 467 700	78.3	67.5	89.1
		35-44	2 247 900	1 110 000	1 137 900	81.3	73.0	91.4
		45-54	1 348 500	646 100	702 400	84.9	76.5	94.3
		55-64	963 200	454 900	508 300	89.1	81.6	97.0
		65	880 400	432 000	448 400	91.7	85.9	98.2
Japan[6]	1960	12-14	...	...	...	0.2	0.2	0.2
		15-19	...	...	...	0.2	0.2	0.1
		20-24	...	...	...	0.2	0.2	0.2
		25-34	...	...	...	0.2	0.2	0.2
		35-44	...	...	...	0.5	0.4	0.6
		45-54	...	...	...	1.1	0.7	1.4
		55-64	...	...	...	2.9	1.5	4.3
		65	...	...	...	18.9	7.6	27.5
Korea, Rep. of[7]	1960	13-14	94 434	28 092	66 342	8.5	4.8	12.6
		15-24	464 390	136 663	327 727	10.0	5.6	14.7
		25-34	643 571	112 618	530 953	18.6	6.8	29.1
		35-44	863 240	216 672	646 568	33.2	17.0	48.8
		45-54	896 765	273 933	622 832	46.8	28.9	64.3
		55-64	779 129	253 503	525 626	63.3	43.1	81.8
		65	709 290	217 753	491 537	76.0	53.9	92.9
Laos[1]	1962	10-14	142 000	60 000	82 000	53	46	58
		15-19	125 000	55 000	70 000	57	48	64
		20-24	130 000	61 000	69 000	68	64	71
		25-34	236 000	106 000	130 000	74	75	73
		35-44	191 000	85 000	106 000	74	72	75
		45-54	151 000	70 000	81 000	78	77	79
		55-64	107 000	44 000	63 000	82	80	84
		65	85 000	35 000	50 000	84	83	85
Malaysia								
Sabah	1960	10-14	31 541	15 485	16 056	71.6	67.1	76.5
		15-19	24 247	9 948	14 299	62.7	50.6	75.1
		20-24	25 713	10 720	14 993	67.9	54.5	82.5
		25-34	54 794	24 254	30 540	78.0	66.5	90.4
		35-44	42 685	20 268	22 417	81.6	72.1	92.6
		45-54	26 337	12 731	13 606	82.7	72.4	95.3
		55-59	6 621	3 268	3 353	83.1	72.8	96.3
		60	15 801	7 434	8 367	89.4	81.5	97.8
Sarawak	1960	10-14	43 291	19 856	23 435	54.9	47.7	62.9
		15-19	40 891	15 611	25 280	61.5	49.1	72.9
		20-24	36 802	14 017	22 785	68.3	55.9	79.1
		25-34	80 908	33 348	47 560	79.8	69.0	89.6
		35-44	67 865	30 949	36 916	84.7	75.9	93.8
		45-54	48 656	23 940	24 716	85.9	77.5	95.9
		55-59	13 857	7 292	6 565	86.0	78.3	96.4
		60	35 633	17 336	18 297	91.9	86.0	98.2

A 5. Number of illiterates and illiteracy rates in the population 10 years of age and over, by sex and age groups, latest census or estimate available (continued)

Country	Year of census	Age group	Illiterate population			Percentage of illiteracy		
			Total	Male	Female	Total	Male	Female
Malaysia (cont'd) West Malaysia[8]	1957	10-14	199 090	73 037	126 053	29.6	21.3	38.6
		15-19	190 212	50 780	139 432	31.9	18.0	46.0
		20-24	220 153	57 782	162 371	42.2	23.2	61.1
		25-34	405 805	111 392	294 413	49.2	27.4	71.6
		35-44	374 962	119 448	255 514	57.9	35.1	83.7
		45-54	330 117	132 196	197 921	65.7	46.0	91.5
		55-64	202 850	91 627	111 223	72.2	55.2	94.9
		65	143 352	60 675	82 677	82.4	67.5	96.9
Mongolia[1]	1962	10-14	183 000	91 000	92 000	9.1	9.0	9.1
		15-19	87 000	39 000	48 000	4.3	3.9	4.7
		20-24	133 000	65 000	68 000	6.6	6.5	6.7
		25-34	196 000	101 000	95 000	9.8	10.1	9.4
		35-44	303 000	92 000	211 000	15.1	9.2	21.0
		45-54	764 000	172 000	592 000	38.2	17.2	59.1
		55-64	1 370 000	472 000	898 000	68.5	47.2	89.8
		65	1 784 000	798 000	986 000	89.2	79.8	98.5
Nepal	1961	10-14	962 936	481 602	481 334	90.8	85.5	96.9
		15-19	715 926	328 223	387 703	88.6	80.5	96.9
		20-24	704 813	291 799	413 014	89.4	79.8	97.6
		25-34	1 386 509	599 945	786 564	91.2	83.1	98.6
		35-44	966 178	436 166	530 012	91.6	84.0	98.9
		45-54	685 374	312 099	373 275	92.5	85.7	99.2
		55-59	209 488	96 934	112 554	92.5	85.7	99.3
		60	460 355	194 967	265 388	94.1	87.7	99.4
Pakistan[9]	1961	10-14	6 111 526	3 009 321	3 102 205	74.3	63.9	82.8
		15-19	5 519 642	2 399 894	3 119 748	74.2	62.5	86.6
		20-24	5 301 148	2 227 383	3 073 765	76.9	64.4	89.4
		25	29 869 952	14 298 926	15 571 026	83.4	74.1	94.6
Philippines	1960	10-14	932 216	517 439	414 777	27.1	29.3	24.8
		15-19	414 047	220 000	194 047	14.7	15.9	13.6
		20-24	379 613	176 024	203 589	15.4	14.7	16.1
		25-34	813 949	357 383	456 566	23.2	20.8	25.5
		35-44	845 361	374 535	470 826	33.4	30.0	36.8
		45-54	700 760	310 318	390 442	40.2	34.9	45.8
		55-64	478 113	214 910	263 203	52.0	44.4	60.6
		65	508 065	224 147	283 918	68.8	60.8	76.8
Singapore	1957	10-14	42 413	17 094	25 319	31.3	24.1	39.2
		15-19	47 922	17 179	30 743	35.4	24.5	47.0
		20-24	50 294	16 237	34 057	42.3	26.6	58.9
		25-34	91 896	29 296	62 600	45.8	26.8	68.5
		35-44	82 700	27 974	54 726	52.2	31.4	79.2
		45-54	72 944	28 098	44 846	61.8	42.1	87.1
		55-64	42 970	16 389	26 581	70.1	50.6	91.8
		65	24 616	7 217	17 399	80.1	59.0	94.0
Thailand	1960	10-14	441 198	209 940	231 258	14.3	13.4	15.2
		15-19	288 496	113 528	174 968	11.5	9.0	14.1
		20-24	387 171	138 615	248 556	16.0	11.4	20.6
		25-34	790 228	270 051	520 177	20.7	14.1	27.1
		35-44	992 389	286 590	705 799	39.6	22.7	56.7
		45-54	1 014 393	298 880	715 513	56.7	33.4	80.1
		55-64	773 954	247 753	526 201	68.8	45.0	91.7
		65	558 899	175 997	382 902	76.1	53.9	93.8

A 5. Number of illiterates and illiteracy rates in the population 10 years of age and over, by sex and age groups, latest census or estimate available (continued)

Country	Year of census	Age group	Illiterate population			Percentage of illiteracy		
			Total	Male	Female	Total	Male	Female
Viet-Nam, Rep. of[1]	1962	10-14	814 000	320 000	494 000	45	35	56
		15-19	1 118 000	505 000	613 000	73	66	81
		20-24	995 000	447 000	548 000	77	69	86
		25-34	1 664 000	755 000	909 000	82	75	90
		35-44	1 247 000	570 000	677 000	87	80	93
		45-54	925 000	423 000	502 000	92	86	97
		55-64	638 000	291 000	347 000	95	91	99
		65	468 000	206 000	262 000	97	95	99

Note. This Table gives, wherever possible, the number of illiterates and illiteracy rates for the population aged 10 years and over classified by sex and age in the following groups: 10-14, 15-19, 20-24, 25-34, 35-44, 45-54, 55-64, 65 years and over, as set forth in the Unesco recommendation concerning the international standardization of educational statistics. The Note to Table A4 should be consulted for additional details on these data.

1. Official or Unesco estimate (see footnote 1 to Table A4).
2. Population in 252 towns only, approximating the urban areas in the Union.
3. Population in 2 131 village tracts.
4. Excluding Sikkim and North East Frontier Agency. Including Kashmir-Jammu and Goa, Daman and Diu.
5. Excluding West Irian. Data are based on a 1% sample of census returns.
6. Illiteracy defined as "never attended school".
7. Data are based on a 20 per cent sample of census returns. Age classification based on year of birth rather than on completed years of age.
8. Illiteracy defined as inability both to read and write a simple letter in any language.
9. Excluding data for Frontier Regions of West Pakistan (population 3 437 939; of which 1 791 755 males and 1 646 184 females); 111 369 foreigners (64 824 males; 46 545 females), and probably also a considerable number of nomads.

A 6. Percentage distribution of the population 25 years and over by educational attainment and sex, based on censuses or surveys since 1945

Country	Year of Census or Survey	Sex	Total population 25 years and over (in thousands)	Percentage distribution by highest level of education completed (not including "unknown")				"Unknown" as percentage of total population 25 years and over (If 1% or more)
				Less than 1st level[1]	1st level (Primary)[2]	2nd level (Secondary)[3]	3rd level (Higher)[4]	
Burma								
Urban areas[5]	1953	MF	1 317	[6]84.3	------ [6]15.0 ------		[6]0.7	-
		F	634	[6]91.7	------ [6] 8.1 ------		[6]0.2	-
Rural areas[7]	1954	MF	1 134	[6]97.0	------ [6] 3.0 ------		[6]0.0	-
		F	581	[6]98.9	------ [6] 1.1 ------		[6]0.0	-
Ceylon	1963	MF	4 220	[8]38.3	[8]46.6	[8]14.6	[8]0.4	5.1
		F	1 949	[8]52.4	[8]35.8	[8]11.7	[8]0.2	4.9
China (Taiwan)	1956	MF	3 536	[9]58.1	[9]33.8	[9] 4.8	[9]3.3	6.0
		F	1 653	[9]76.4	[9]20.1	[9] 2.7	[9]0.8	3.0
India	[10,11]1951	MF	356 611	[12]97.5	[12] 1.5	[12] 0.7	[12]0.3	-
		F	173 440	[12]99.1	[12] 0.6	[12] 0.2	[12]0.1	-
Total	[13]1961	MF	185 639	[14]91.3	[14] 6.2	------[14]2.5 ------		-
		F	88 827	[14]96.7	[14] 2.7	------[14]0.6 ------		-
Urban		MF	33 286	[14]75.0	[14]15.0	------[14]9.9 ------		-
		F	14 602	[14]87.1	[14]10.0	------[14]2.9 ------		-
Rural		MF	152 354	[14]94.9	[14] 4.3	------[14]0.8 ------		-
		F	74 224	[14]98.6	[14] 1.3	------[14]0.1 ------		-
Indonesia[15,16]	1961	MF	40 275	[17]75.5	[17]23.9	[17] 0.5	[17]0.1	-
		F	20 532	[17]87.4	[17]12.4	[17] 0.2	[17]0.0	-

A 6. Percentage distribution of the population 25 years and over by educational attainment and sex, based on censuses or surveys since 1945 (continued)

Country	Year of Census or Survey	Sex	Total population 25 years and over (in thousands)	Percentage distribution by highest level of education completed (not including "unknown")				"Unknown" as percentage of total population 25 years and over (If 1% or more)
				Less than 1st level[1]	1st level (Primary)[2]	2nd level (Secondary)[3]	3rd level (Higher)[4]	
Iran	1956	MF	8 010	94.2	4.7	1.0	0.0	-
		F	3 867	97.4	2.2	0.4	0.0	-
	1966	MF	9 670	89.3	8.0	[18] 1.8	[18] 0.9	-
		F	4 613	94.3	4.5	[18] 0.9	[18] 0.2	-
Japan	1950	MF	37 421	11.4	67.3	20.0	1.3	-
		F	19 747	15.9	65.8	18.2	0.1	-
	1960	MF	47 780	[19] 3.0	[19] 65.5	[19] 25.2	[19] 6.3	-
		F	25 000	[19] 4.4	[19] 67.6	[19] 25.7	[19] 2.3	-
Korea, Rep. of	1956	MF	8 488	[20] 73.5	[20] 18.2	[20] 6.8	[20] 1.5	-
		F	4 410	[20] 84.9	[20] 12.2	[20] 2.6	[20] 0.3	-
	[21] 1960	MF	10 117	58.4	33.2	7.1	1.2	-
		F	5 267	70.7	26.2	2.8	0.2	-
Malaysia[22]	1957	MF	2 387	71.3	[23] 24.7	[23] 2.4	[23] 1.5	-
		F	1 123	89.0	[23] 9.6	[23] 0.9	[23] 0.5	-
Nepal	1961	MF	4 064	[24] 98.9	[24] 0.6	[24] 0.3	[24] 0.1	-
		F	2 112	[24] 99.9	[24] 0.6	[24] 0.0	[24] 0.0	-
Pakistan[25]	[10] 1951	MF	72 993	[20] 91.0	[20] 5.8	[20] 2.3	[20] 0.9	-
		F	34 322	[20] 96.3	[20] 2.8	[20] 0.7	[20] 0.2	-
	1961	MF	35 769	[26] 90.3	7.1	[27] 2.3	[27] 0.3	-
		F	16 462	[26] 97.4	2.2	[27] 0.4	[27] 0.0	-

A 6. Percentage distribution of the population 25 years and over by educational attainment and sex, based on censuses or surveys since 1945 (continued)

Country	Year of Census or Survey	Sex	Total population 25 years and over (in thousands)	Percentage distribution by highest level of education completed (not including "unknown")				"Unknown" as percentage of total population 25 years and over (If 1% or more)
				Less than 1st level[1]	1st level (Primary)[2]	2nd level (Secondary)[3]	3rd level (Higher)[4]	
Philippines	1956	MF	7 943	55.5	34.9	6.9	2.6	-
		F	4 084	60.1	32.4	5.5	2.0	-
	1960	MF	9 438	50.6	38.5	7.5	3.5	-
		F	4 728	54.5	36.6	6.0	2.9	-
Thailand	[28]1947	MF	12 327	94.2	[29] 4.4	[29]1.3	[29]0.1	-
		F	6 184	96.7	[29] 2.7	[29]0.6	[29]0.1	-
	1960	MF	10 023	[30]61.1	35.8	2.7	0.4	...
		F	5 056	[30]69.9	28.7	1.3	0.2	...

Note. The term educational attainment is used to signify the highest level of education completed by a person in the educational system of his own country or of some other country. For further details regarding the classification used, see footnotes *1* to *4*.

It should be noted that "Total population 25 years and over" includes also the category of "unknown", i.e., persons whose educational attainment is not specified, while that category, unless otherwise noted, has been excluded in calculating the percentages. Countries with a high percentage of "unknown" have not been presented.

1. In general, persons having completed less than 4 years at the first level of education, including illiterates and persons without formal schooling.

2. In general, persons having completed 4 years or more at the first level of education, but less than 4 years at the second level.

A 6. Percentage distribution of the population 25 years and over by educational attainment and sex, based on censuses or surveys since 1945 (continued)

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3. In general, persons having completed 4 years or more at the second level of education, but less than 4 years at the third level.

4. In general, persons having completed 4 years or more at the third level of education.

5. Estimates based on a 20 per cent sub-sample of the population of 252 towns.

6. These figures refer to persons having completed respectively: 0-4; 5-10; 10 or more years of schooling.

7. Estimates based on a 20 per cent sub-sample of the population of 2 131 village areas.

8. Data refer respectively to: persons with no schooling, or having completed less than 3 years of schooling; 3-7 years of schooling; 8 years of schooling, and persons with a senior school certificate or who have completed an unstated number of years in intermediate schools; persons with technical qualifications, a degree or a post-graduate degree.

9. These figures refer respectively to: illiterate persons; persons having completed an unstated number of years in primary or junior middle school; in senior middle school; and in college and university.

10. All ages.

11. Excluding Kashmir-Jammu and tribal areas of Assam.

12. These figures refer respectively to persons having completed an unstated number of years below middle school standard, including illiterates; in middle school; in higher secondary school or intermediate college in arts and sciences; in higher education.

13. Including data for the Indian-held part of Kashmir-Jammu, Sikkim and an estimate (626 667) for Goa, Daman and Diu. Excluding part of North East Frontier Agency (Population 297 853 of which 150 753 females).

14. Data by level of education are persons classified according to highest level completed and refer respectively to persons with no schooling and those not having completed primary education; those having completed primary education (usually 4-6 years); having passed the matriculation level and above.

15. Excluding West Irian.

16. Based on 1 per cent sample of census returns.

17. These figures refer respectively to: persons with no schooling or having completed less than 3 years of primary education; 3 years or more of primary and persons having completed junior high school; persons having completed senior high school; persons having completed university and academy.

18. Data refer respectively to: persons having completed 4 years or more of secondary education; an unstated number of years of higher education, and persons with a diploma of higher education.

A 6. Percentage distribution of the population 25 years and over by educational attainment and sex, based on censuses or surveys since 1945 (continued)

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19. These figures refer respectively to: persons without schooling; persons having completed an unstated number of years in elementary, higher elementary and junior high school; in youth training school, middle school and senior high school; and in junior college and university.

20. These figures refer respectively to: persons without schooling or less than one year; persons having completed an unstated number of years in primary; in secondary; and in higher education.

21. Excluding alien armed forces, civilian aliens employed by armed forces, and foreign diplomatic personnel and their dependants. Data are based on a 20 per cent sample of census returns. Age classification based on Korean system of measuring age (i.e. not converted to Western age) and based on year of birth rather than on completed years of age. Data by level of education are persons classified by total number of years of schooling.

22. West Malaysia only.

23. These figures refer to persons having completed respectively: 4-9; 10-11; 12 or more years of schooling.

24. Data refer respectively to: persons with no schooling; having completed an unstated number of years in primary and middle schools; in secondary and intermediate schools, and persons with a school-leaving certificate; persons with a higher diploma.

25. Excluding data for a part of Kashmir-Jammu, for Frontier Regions of West Pakistan, foreigners and probably nomads.

26. Data refer, in addition to persons with no schooling or having completed less than 4 years of primary education, to persons who have received formal education, such as private tutoring, without attending any educational institution.

27. Data refer respectively to persons having completed 4 years or more of secondary education, person having passed the matriculation and the intermediate examination; with university diploma or degree, or persons having passed the higher standards in theology and/or oriental languages.

28. 10 years of age and over.

29. Including persons having completed an unstated number of years respectively: in primary; secondary; and higher education.

30. Including persons whose educational attainment is not specified ("unknown").

A 7. Total enrolment by level and type of education, 1950, 1955, 1960, 1965-1967

Country	1950	1955	1960	1965	1966	1967
Afghanistan						
1st level	91 414	111 649	175 664	358 037	401 558	444 237
2nd level (Total)	[1] 6 024	8 683	16 231	45 430	56 932	68 023
General	[1] 3 145	5 730	11 336	33 982	43 825	54 407
Vocat./Technical) Teacher training)	[1] 2 879	2 953	4 895	11 448	13 107	13 616
3rd level	376	758	1 679	3 247	3 454	4 320
Burma						
Pre-school	...	...	1 409	...	...	...
1st level	[2] 387 523	1 155 816	1 601 694	[3] 1 887 490	...	2 791 190
2nd level (Total)	...	180 410	266 590	[4] 344 393	...	593 563
General	50 369	175 900	262 320	[4] 338 901	...	586 306
Vocat./Technical	...	850	2 019	[4] 3 108	...	4 027
Teacher training	...	3 660	2 251	[4] 2 384	...	3 230
3rd level[5]	3 333	10 191	13 417	[3] 17 166	...	32 039
Cambodia						
Pre-school	...	...	115	...	...	...
1st level	183 075	369 650	567 596	799 539	846 181	948 000
2nd level (Total)	1 914	7 615	37 468	85 755	93 758	...
General	1 567	7 045	34 911	79 992	87 727	97 238
Vocat./Technical) Teacher training)	347	570	1 609) 948)	5 763	6 031	...
3rd level	236	392	1 726	7 362	7 660	...

A 7. Total enrolment by level and type of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	1950	1955	1960	1965	1966	1967
Ceylon						
1st level	1 105 052	1 289 327	1 642 811	1 880 000	...	...
2nd level (Total)	246 358	366 361	595 748	...	...	...
General) Vocat./Technical)	244 293	363 456	591 135	823 600	...	...
Teacher training	2 065	2 905	4 613	[3] 5 125	...	...
3rd level	4 276	4 449	6 682	[3] 15 127	...	...
China (Taiwan)						
Pre-school	1 711	46 390	79 702	78 878	81 500	88 897
1st level	906 950	1 244 029	1 888 783	2 257 720	2 307 955	2 348 218
2nd level (Total)	120 036	213 540	355 274	663 753	714 083	785 313
General	79 948	146 361	263 365	543 019	583 580	640 447
Vocat./Technical	34 437	60 397	84 337	117 575	127 891	143 296
Teacher training	5 651	6 782	7 572	3 159	2 612	1 570
3rd level	6 665	18 174	35 060	85 346	113 855	138 613
India						
Pre-school	28 309	75 495	178 642	237 502	247 360	271 268
1st level	19 154 457	25 167 013	34 993 829	49 720 118	51 315 816	52 241 028
2nd level (Total)	4 530 763	6 451 043	10 834 712	16 359 000	...	...
General	4 340 195	6 170 923	10 409 785	15 658 000	16 370 599	17 608 995
Vocat./Technical	120 505	189 206	302 315)	(701 000 (	...	...
Teacher training	70 063	90 914	122 612)		...	...
3rd level	404 019	681 179	1 093 641	1 488 773	1 900 000	2 000 000

A 7. Total enrolment by level and type of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	1950	1955	1960	1965	1966	1967
Indonesia						
Pre-school	[1] 24 180	34 333	106 801	165 198	220 834	326 213
1st level	5 318 014	7 113 000	8 955 000	15 783 911	11 577 943	13 023 409
2nd level (Total)	[1] 266 373	587 189	767 800	1 303 490	1 522 355	2 119 832
General	[1] 178 339	335 100	555 100	999 485	1 063 434	1 690 012
Vocat./Technical	[1] 37 007	88 194	181 600	243 301	374 320	323 245
Teacher training	[1] 51 027	163 895	31 100	60 704	84 601	106 575
3rd level	6 457	27 056	[6] 108 000	[3] 184 000	...	...
Iran						
Pre-school	[1] 3 773	6 077	...	13 714	14 685	...
1st level	[1] 650 355	816 501	1 429 590	2 181 633	2 411 000	2 845 104
2nd level (Total)	...	144 790	295 869	513 697	537 648	697 024
General	[1] 82 097	140 611	281 928	493 735	516 000	674 058
Vocat./Technical	[1] 1 410	1 545	9 348	15 224	15 956	16 273
Teacher training	...	2 634	4 593	4 738	5 692	6 693
3rd level	5 624	10 097	19 815	28 982	36 250	...
Japan						
Pre-school	224 653	643 683	742 367	1 137 733	1 221 926	...
1st level	11 191 401	12 266 952	12 590 680	9 775 532	9 584 061	9 452 071
2nd level (Total)	7 243 550	8 455 307	9 139 460	11 024 512	10 553 147	...
General	6 578 641	7 421 785	7 780 857	8 964 354	8 524 142	...
Vocat./Technical	664 909	1 033 522	1 358 603	2 060 158	2 029 005	...
Teacher training	-	-	-	-	-	-
3rd level	240 021	596 852	709 878	1 107 327	1 268 088	...

A 7. Total enrolment by level and type of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	1950	1955	1960	1965	1966	1967
Korea, Rep. of						
Pre-school	10 772	17 083	15 795	19 566	21 859	22 159
1st level	2 669 494	2 947 436	3 621 267	4 941 345	5 165 490	5 382 500
2nd level (Total)	436 175	748 210	875 249	1 201 207	1 280 118	1 375 232
General	380 829	615 000	749 500	1 005 436	1 081 919	1 171 022
Vocat./Technical	48 550	118 980	115 884	195 771	198 199	204 210
Teacher training	6 796	13 230	9 865	-	-	-
3rd level	36 385	84 996	101 041	141 636	175 349	170 941
Laos						
1st level	[7] 42 934	[2] 63 950	99 615	160 868	178 483	[2] 178 822
2nd level (Total)[2]	727	1 554	3 576	6 230	7 265	8 155
General[2]	687	1 344	2 742	3 603	4 166	4 882
Vocat./Technical[2]	-	168	293	870	909	1 050
Teacher training[2]	40	42	541	1 757	2 190	2 223
3rd level	...	...	86	145	338	457
Malaysia						
1st level	656 236	853 812	1 246 300	1 440 334	1 515 611	1 573 200
2nd level (Total)	...	...	179 975	402 795	...	...
General	26 665	100 494	165 196	382 963	444 713	512 982
Vocat./Technical	2 299	8 604	8 379	10 287	[8] 10 947	[8] 9 415
Teacher training	...	...	6 400	9 545	[8] 10 264	[8] 9 939
3rd level[8]	243	[9] 940	2 555	[3] 4 590	...	...

A 7. Total enrolment by level and type of education, 1950, 1955, 1960, 1965-67 (continued)

Country	1950	1955	1960	1965	1966	1967
Mongolia						
1st level)	71 900 (	...	72 726	104 000	...	...
2nd level (Total))	(	...	47 525	61 000	...	...
General	...	...	38 714	51 800	...	...
Vocat./Technical)	3 200 (	...	7 751)	9 200 (	...	...
Teacher training)	(	...	1 060)		...	...
3rd level	[10] 1 843	3 000	4 982	10 700	...	...
Nepal						
1st level	...	[9] 59 594	[6] 252 743	386 100	394 700	...
2nd level	...	...	[6] 42 054	...	...	...
General	...	14 777	[6] 41 279	57 440	69 100	...
Vocat./Technical	...	...	[6] 169	...	...	...
Teacher training	...	82	[6] 610	760	...	...
3rd level	...	[9] 915	4 730	8 100	10 230	...
Pakistan[11]						
1st level	3 057 000	4 027 890	5 036 544	6 813 622	7 050 741	...
2nd level (Total)	1 178 643	1 291 127	1 516 083	2 480 454	2 666 197	...
General	1 164 100	1 272 115	1 495 428	2 448 606	2 632 055	...
Vocat./Technical	8 398	10 623	12 252	17 525	19 070	...
Teacher training	6 145	8 389	8 403	14 323	15 702	...
3rd level	69 898	87 577	149 137	265 589	286 749	...

A 7. Total enrolment by level and type of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	1950	1955	1960	1965	1966	1967
Philippines						
Pre-school[2]	6 939	9 669	20 187	[3] 29 602	32 160	...
1st level	4 082 759	3 498 777	4 199 483	[3] 5 575 271	...	...
2nd level (Total)	483 933	580 317	670 300	[3] 1 037 256	...	...
General	453 281	537 569	608 000	[3] 949 434	...	...
Vocat./Technical	30 652	42 748	62 300	[3] 87 822	...	...
Teacher training	-	-	-	-	-	-
3rd level	...	207 857	295 976	[4] 405 311	...	...
Singapore						
1st level	[1] 128 499	176 216	284 702	365 584	370 899	373 437
2nd level (Total)	[1] 11 332	27 921	59 244	116 527	136 824	154 755
General	[1] 11 064	27 522	57 987	104 080	122 609	135 008
Vocat./Technical	[1] 268	399	1 257	12 447	13 215	19 747
Teacher training	-	-	-	-	-	-
3rd level	[1] 1 958	3 062	10 285	12 197	13 285	14 691
Thailand						
Pre-school	...	29 294	39 057	69 070	82 523	90 199
1st level	...	3 162 517	3 935 549	4 630 424	4 800 001	4 983 093
2nd level (Total)	...	148 029	327 710	414 362	454 661	483 995
General	...	100 091	239 409	316 238	334 922	358 221
Vocat./Technical	17 845	43 141	75 936	83 397	104 009	106 378
Teacher training	2 642	4 797	12 365	14 727	15 730	19 396
3rd level	23 555	25 160	50 630	[3] 55 689	[12] 35 035	[12] 31 575

A 7. Total enrolment by level and type of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	1950	1955	1960	1965	1966	1967
Viet-Nam, Rep. of						
Pre-school	...	...	19 835	38 050	...	...
1st level	399 099	601 862	1 277 802	1 661 044	1 754 047	1 968 994
2nd level (Total)	30 430	55 747	209 377	392 799	441 418	484 095
General	29 934	53 501	203 760	370 668	416 914	470 925
Vocat./Technical[2]	392	723	4 227	[13] 19 634	[13] 21 579	10 052
Teacher training	104	523	1 390	2 497	2 925	3 118
3rd level	[12] 1 167	3 134	11 761	27 105	32 817	32 611

Note. Unless otherwise stated, enrolment data in this table relate to both public and private schools, and to the school-years begun in the calendar years indicated. The definitions of levels and types of education used in this table are given in the Introductory Note to the Statistical Tables at the beginning of this chapter. This table does not cover special education, i.e., schools and classes organized for handicapped children; nor data referring to adult education, literacy classes and other education not classifiable by levels. Evening schools and correspondence courses have been excluded whenever this is feasible. At the second level, "general" may include some "vocational" education since a number of schools in certain countries offer courses combining the academic and vocational types of education. On the other hand, "vocational" includes various part-time courses, sometimes of very short duration. It may be noted that some countries have discontinued teacher training at the second level to replace it by teacher training at the third level. Enrolment figures at the third level concern all institutions at this level, i.e., degree-granting and non-degree granting institutions of higher education of all types (universities, higher technical schools, teacher-training colleges, theological schools, etc.), including part-time students but excluding auditors. The chief sources of data presented are official publications from the countries concerned and the Unesco *Statistical Yearbook*.

1. 1951.
2. Public education only.
3. 1964.
4. 1963.
5. University of Rangoon only.
6. 1961.
7. 1949.
8. West Malaysia only.
9. 1954.
10. 1952.
11. Primary classes in secondary schools are included under general education at the 2nd level.
12. Universities only.
13. Including enrolment in private schools numbering 12 873 pupils in 1965, and 13 510 in 1966.

A 8. Female enrolment as percentage of total, by level and type of education, 1950, 1955, 1960, 1965-1967

Country	1950	1955	1960	1965	1966	1967
Afghanistan						
1st level	4	8	11	15	14	14
2nd level (Total)	...	...	16	...	14	...
General	...	...	21	19	18	...
Vocat./Technical	...	...	4	...	6	...
Teacher training	...	...		...	1	...
3rd level	8	6	9	20	...	17
Burma						
1st level	45	41	44	[1]46	...	...
2nd level (Total)	...	...	...	...	...	...
General	48	42	33	[1]39	...	...
Vocat./Technical	...	...	...	...	...	...
Teacher training	...	42	34	34	...	...
3rd level	23	26	30	[2]35	...	...
Cambodia						
1st level	...	21	30	...	41	...
2nd level (Total)	...	...	...	...	...	...
General	14	12	15	20	22	...
Vocat./Technical	4	...	...	...	...	...
Teacher training	...	...	37	...	...	...
3rd level	35	38	28	...	...	...
Ceylon						
1st level	44	46	46	[2]47	...	...
2nd level (Total)	39	42	47	[1]47	...	...
General	39	42	47	[1]47	...	...
Vocat./Technical						
Teacher training	53	48	40	35	...	...
3rd level	12	16	19	[2]27	...	...
China (Taiwan)						
1st level	39	45	47	48	48	48
2nd level (Total)	26	29	34	38	39	40
General	32	32	35	37	37	38
Vocat./Technical	12	21	30	43	46	49
Teacher training	37	44	44	57	59	60
3rd level	11	15	23	31	32	40
India						
1st level	28	31	32	36	36	36
2nd level (Total)	16	19	24	...	...	...
General	16	19	24	25	25	26
Vocat./Technical	19	21	18	...	...	...
Teacher training	26	28	26	34	...	36
3rd level	12	13	17	[1]19	...	...
Indonesia						
1st level	...	...	43	...	...	...
2nd level (Total)	...	...	...	...	...	...
General	...	27	33	...	...	...
Vocat./Technical	...	...	...	...	...	...
Teacher training	...	...	...	...	...	...
3rd level	...	...	[3]21	...	...	...

A 8. Female enrolment as percentage of total, by level and type of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	1950	1955	1960	1965	1966	1967
Iran						
1st level	[4]26	30	33	34	...	...
2nd level (Total)	...	...	28	32	...	...
General	[4]21	24	29	32	...	...
Vocat./Technical	...	...	8	16	...	...
Teacher training	...	7	14	[5]94	...	...
3rd level	...	9	[3]17	24	...	...
Japan						
1st level	49	49	49	49	49	...
2nd level (Total)	46	47	48	48	...	...
General	48	49	49	50	...	...
Vocat./Technical	24	35	39	40	...	...
3rd level	9	16	20	24	...	...
Korea, Rep. of						
1st level	...	42	45	48	48	48
2nd level (Total)	19	21	26	35	36	36
General	21	...	28	37	38	38
Vocat./Technical	3	...	16	25	25	26
Teacher training	23	33	40	.	.	.
3rd level	11	11	17	25	24	25
Laos						
1st level	...	...	32	36	35	...
2nd level (Total)	...	...	[6]26	...	23	...
General	...	...	[6]29	...	22	...
Vocat./Technical	...	...	[6]7	...	13	...
Teacher training	...	...	[6]21	...	27	...
3rd level	...	...	12	17	10	...
Malaysia						
1st level	[7]31	37	42	46	46	[9]47
2nd level (Total)	...	...	34	[2]38	...	...
General	25	35	33	[2]37	38	[9]40
Vocat./Technical	27	32	32	[2]46	[9]41	[9]41
Teacher training	...	...	52	[2]45	[9]40	[9]41
3rd level	...	[8,9]22	[9]26	...	...	...
Mongolia						
1st level	...	...	[3]49	[2]49	...	...
2nd level (Total)	...	...	...	...	...	...
General	...	...	[3]46	[2]47	...	...
Vocat./Technical	...	...	...	...	...	...
Teacher training	...	...	39	...	...	...
3rd level	...	...	...	...	...	...

A 8. Female enrolment as percentage of total, by level and type of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	1950	1955	1960	1965	1966	1967
Nepal						
1st level	...	[8]4	...	14	...	...
2nd level (Total)	...	...	...	21	...	...
General	...	[8]6	...	21	...	...
Vocat./Technical	...	...	...		...	...
Teacher training	...	2	...	3	...	...
3rd level	...	[8]5	...	18	...	...
Pakistan						
1st level	19	23	25	27	28	...
2nd level (Total)	...	...	...	21	21	...
General	8	12	16	21	21	...
Vocat./Technical	...	...	...	17	16	...
Teacher training	11	...	14	16	16	...
3rd level	[4]	...	12	15	17	...
Philippines						
1st level	...	48	48	[2]48	...	...
2nd level (Total)	...	45	45	[2]49	...	...
General	...	45	47	[2]49	...	...
Vocat./Technical	...	28	32	[2]49	...	...
3rd level	...	45	51	[2]52	...	...
Singapore						
1st level	[4]33	38	44	46	46	46
2nd level (Total)	[4]29	33	39	45	44	43
General	[4]30	34	39	47	47	47
Vocat./Technical	[4] -	-	41	27	22	21
3rd level	[4]26	31	31	20	21	20
Thailand						
1st level	...	46	47	47	47	47
2nd level (Total)	...	...	37	41	41	42
General	...	...	38	41	41	41
Vocat./Technical	35	33	32	42	43	45
Teacher training	...	46	46	42	45	47
3rd level	13	23	29	[2]30	[10]32	[10]42
Viet-Nam, Rep. of						
1st level	32	38	40	43	45	...
2nd level (Total)	24	24	31	[2]34	...	...
General	24	25	32	[2]35	...	...
Vocat./Technical	1	2	7	[2]12	...	...
Teacher training	49	39	24	[2]24	...	...
3rd level	...	18	18	25	...	...

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[1] 1963.
[2] 1964.
[3] 1961.
[4] 1951.
[5] Including 1-year teacher training course.
[6] 1959.
[7] Excluding Sarawak.
[8] 1954.
[9] West Malaysia only.
[10] Universities only.

A 9. Total enrolment at all levels of education as percentage of total population, 1950, 1955, 1960, 1965-1967

Country	Year	Total enrolment, all levels (thousands)	As percentage of total population
Afghanistan	1950	98	0.9
	1955	121	1.1
	1960	194	1.4
	1965	407	2.7
	1966	462	3.0
	1967	517	3.3
Burma	1955	1 346	6.6
	1960	1 882	8.4
	1963	2 166	9.1
	1967	3 417	13.2
Cambodia	1950	185	4.5
	1955	378	8.0
	1960	601	11.0
	1965	893	14.5
	1966	948	15.1
Ceylon	1950	1 356	17.7
	1955	1 660	19.0
	1960	2 245	22.7
	1964	2 638	24.0
China (Taiwan)	1950	1 034	13.6
	1955	1 476	16.6
	1960	2 279	21.5
	1965	3 007	24.1
	1966	3 136	24.5
	1967	3 272	24.9
India	1950	24 089	6.7
	1955	32 299	8.3
	1960	46 922	10.9
	1965	67 568	13.9
	1966	[1]69 586	[1]14.0
	1967	[1]71 850	[1]14.1

A 9. Total enrolment at all levels of education as percentage of total population, 1950, 1955, 1960, 1965-1967 (continued)

Country	Year	Total enrolment, all levels (thousands)	As percentage of total population
Indonesia	1951	5 891	7.6
	1955	7 727	9.2
	1960	9 830	10.5
	1965	17 271	16.5
	1966	[2]13 100	[2]12.2
	1967	[2]15 143	[2]13.8
Iran	1951	739	4.4
	1955	971	5.3
	1960	1 745	8.1
	1965	2 724	11.1
	1966	2 985	11.8
	1967	3 582	13.6
Japan	1950	18 675	22.5
	1955	21 319	24.0
	1960	22 440	24.1
	1965	21 907	22.4
	1966	21 405	21.7
Korea, Rep. of	1950	3 142	15.4
	1955	3 781	17.6
	1960	4 598	18.6
	1965	6 284	22.1
	1966	6 621	22.8
	1967	6 929	23.3
Laos	1949	44	2.7
	1956	80	3.9
	1960	103	4.4
	1965	167	6.3
	1966	186	6.9
Malaysia	1950	685	11.2
	1955	964	13.8
	1960	1 429	17.6
	1965	1 848	19.6
	1966	1 986	20.4
	1967	2 110	21.0
Mongolia	1961	129	13.2
	1965	176	15.9

A 9. Total enrolment at all levels of education as percentage of total population, 1950, 1955, 1960, 1965-1967 (continued)

Country	Year	Total enrolment, all levels (thousands)	As percentage of total population
Nepal	1954	75	0.9
	1961	300	3.2
	1965	452	4.5
	1966	475	4.6
Pakistan	1950	4 306	5.7
	1955	5 407	6.5
	1960	6 702	7.2
	1965	9 560	9.3
	1966	10 004	9.5
Philippines	1955	4 287	18.2
	1960	5 166	18.8
	1963	6 595	21.8
Singapore	1951	142	13.3
	1955	207	15.8
	1960	354	21.7
	1965	494	26.5
	1966	521	27.2
	1967	543	27.8
Thailand	1950	2 840	14.5
	1955	3 336	14.7
	1960	4 314	16.3
	1965	5 100	16.6
	1966	5 290	16.7
	1967	5 499	16.8
Viet-Nam, Rep. of	1950	431	4.3
	1955	661	5.5
	1960	1 499	10.6
	1965	2 081	12.9
	1966	2 228	13.5

Note. Total enrolment at all levels in this table refers to the aggregate enrolment of the first, second and third levels of education (i.e., excluding pre-school, special and adult education). In some cases the figures are estimates made from the available data. Official estimates of mid-year population have been used in calculating the percentages. The aim of this table is to show the increasing proportion of population which is enrolled in school. Inter-country comparisons of the percentage enrolled will not be valid unless due account is taken of differences in the national school systems and in the age structure of the population.

1. Excluding vocational and teacher training at the second level of education.

2. Excluding enrolment at the third level of education.

A 10. School enrolment ratios for the first, second and third levels of education, 1950, 1955, 1960, 1965-67

Country	Year	First level		Second level		First and second levels		Number of students at the third level per 100 000 population
		Grades and age groups	Ratio (%)	Grades and age groups	Ratio (%)	Grades and age groups	Ratio (%)	
Afghanistan	1950	I-VI	6	VII-XII	0.5	I-XII	3	4
	1955	7-12	7	13-18	0.7	7-18	4	7
	1960		9		1		6	12
	1965		17		2		10	22
	1966		19		3		12	22
	1967		21		4		13	27
Burma	1950	I-IV	20	V-X	...	I-X	...	18
	1955	6-9	56	10-15	7	6-15	28	50
	1960		71		9		36	60
	1963		75		11		39	71
	1964		77		...		...	71
	1967		106		17		56	124
Cambodia	1950	I-VI	27	VII-XIII	...	I-XIII	...	6
	1955	6-11	48	12-18	2	6-18	27	8
	1960		59		5		34	32
	1965		72		8		42	120
	1966		74		9		43	122
Ceylon	1950	IA-V	89	VI-XII	25	IA-XII	59	56
	1955	5-10	89	11-17	28	5-17	60	51
	1960		93		37		67	68
	1964		93		43		69	139
China (Taiwan)	1950	I-VI	63	VII-XII	13	I-XII	43	88
	1955	6-11	80	12-17	21	6-17	56	204
	1960		100		29		72	330
	1965		104		37		74	697
	1966		104		39		74	890
	1967		105		41		75	1 055
India	1950	I-V	42	VI-XII	8	I-XII	24	113
	1955	6-10	50	11-17	11	6-17	29	176
	1960		62		17		37	255
	1965		76		22		48	306
	1966		77		[1]21		47	381
	1967		76		22		47	391

A 10. School enrolment ratios for the first, second and third levels of education, 1950, 1955, 1960, 1965-67 (continued)

Country	Year	First level		Second level		First and second levels		Number of students at the third level per 100 000 population
		Grades and age groups	Ratio (%)	Grades and age groups	Ratio (%)	Grades and age groups	Ratio (%)	
Indonesia	1950	I-VI	39	VII-XII	4	I-XII	26	8
	1955	6-11	53	12-17	8	6-17	37	32
	1961		59		9		41	113
	1965		80		10		51	[2]175
	1966		57		10		37	...
	1967		63		13		41	...
Iran	1950	I-VI	26	VII-XII	4	I-XII	17	35
	1955	7-12	30	13-18	7	7-18	20	55
	1960		43		12		29	92
	1965		60		17		40	118
	1966		65		[1]16		42	143
	1967		74		22		50	...
Japan	1957	I-VI	100	VII-XII	74	I-XII	88	708
	1965	6-11	100	12-17	83	6-17	90	1 130
Korea, Rep. of	1950	I-VI	83	VII-XII	17	I-XII	53	180
	1955	6-11	86	12-17	27	6-17	59	395
	1960		94		28		65	409
	1965		98		33		71	499
	1966		100		33		72	603
	1967		102		34		72	574
Laos	1950	I-VI	12	VII-XIII	0.3	I-XIII	7	...
	1955	6-11	19	12-18	0.5	6-18	11	...
	1960		28		1		15	4
	1965		37		2		20	6
	1966		40		2		22	12
	1967		39		2		21	16
Malaysia	1950	I-VI	61	VII-XIII	4	I-XIII	39	[3]5
	1955	6-11	74	12-18	11	6-18	45	[3]16
	1960		86		15		54	[3]37

A 10. School enrolment ratios for the first, second and third levels of education, 1950, 1955, 1960, 1965-67 (continued)

Country	Year	First level		Second level		First and second levels		Number of students at the third level per 100 000 population
		Grades and age groups	Ratio (%)	Grades and age groups	Ratio (%)	Grades and age groups	Ratio (%)	
Malaysia (cont'd)	1964		87		21		55	[3]59
	1965		90		25		58	...
	1966		92		...		...	...
	1967		94		...		...	...
Mongolia	1960	I-IV 8-11	86	V-XI 12-18	48	I-XI 8-18	65	523
	1965		108		54		79	969
Nepal	1954	I-V 6-10	5	VI-X 11-15	2	I-X 6-15	4	11
	1961		20		4		13	56
	1965		29		5		18	80
	1966		30		...		...	99
Pakistan	1950	I-V 6-10	26	VI-XII 11-17	10	I-XII 6-17	18	93
	1955		31		10		21	105
	1960		34		11		22	161
	1965		39		14		26	258
	1966		39		14		27	272
Philippines	1950	I-VI 7-12	124	VII-X 13-16	27	I-X 7-16	89	...
	1955		89		27		67	882
	1960		92		27		69	1 080
	1963		104		34		79	1 340
	1964		107		36		82	...
Singapore	1950	I-VI 6-11	74	VII-XIII 12-18	9	I-XIII 6-18	47	192
	1955		85		19		57	234
	1960		102		29		72	629
	1965		105		38		74	654
	1966		104		42		74	694
	1967		101		45		74	751
Thailand	1950	I-VII 7-13	80	VIII-XII 14-18	6	I-XII 7-18	51	120
	1955		80		6		51	111
	1960		81		12		56	192

A 10. School enrolment ratios for the first, second and third levels of education, 1950, 1955, 1960, 1965-67 (continued)

Country	Year	First level		Second level		First and second levels		Number of students at the third level per 100,000 population
		Grades and age groups	Ratio (%)	Grades and age groups	Ratio (%)	Grades and age groups	Ratio (%)	
Thailand (cont'd)	1965		77		13		54	[2]187
	1966		77		13		54	...
	1967		77		13		54	...
Viet-Nam, Rep. of	1955	I-V	35	VI-XII	3	I-XII	19	26
	1960	6-10	64	11-17	11	6-17	38	83
	1965		73		14		41	168
	1966		76		15		42	198
	1967		85		17		48	192

Note. The school enrolment ratios for the first and second levels of education presented in this table are percentage ratios based on the enrolment in the grades, and the estimated population of the age groups, which have been indicated in the respective columns of the table (Roman numbers denoting grades, Arabic numbers denoting the age group). Enrolment at the second level refers to all types of schools at this level (general, vocational, technical, and teacher training). The estimates of population used in the calculation of the ratios are those prepared in connexion with the work for *An Asian Model of educational development* published by Unesco in 1966.

The data presented in this table are only intended to provide a rough indication of progress achieved in the various countries with regard to the proportion of the school-age population which is being absorbed by the national educational systems. In interpreting the ratios it is important to note that, in a majority of the countries, there is no exact correspondence between the age ranges of the pupils enrolled and the age group used for the comparison; i.e., a proportion of the pupils are either below or above the age group indicated. Because data on enrolment, cross-classified by age and grade, are nearly unavailable in the form required, it is not possible to calculate more precise enrolment ratios. The inconsistency thereby introduced tends to overstate the level of the ratio achieved, and leads to ratios of over 100 per cent in certain cases. Differences in the national educational systems as well as in the degree of comparability of the basic data should be taken into account in making inter-country comparisons of the enrolment ratios presented in this table.

1. General education only.
2. 1964.
3. West Malaysia only.

A 11. Average annual rate of increase in total enrolment by level and type of education, 1950-55, 1955-60, 1960-65

Country	1950-55	1955-60	1960-65
Afghanistan			
1st level	4.1	9.5	15.1
2nd level (Total)	[1] 9.6	13.3	22.9
General	[1] 16.1	14.6	24.6
Vocat./Technical)	[1] 0.6	10.6	18.5
Teacher training)			
3rd level	15.1	17.2	14.1
Burma			
1st level	...	6.7	[2] 4.2
2nd level (Total)	...	8.1	[3] 8.9
General	28.4	8.3	[3] 8.9
Vocat./Technical	...	18.9	[3] 15.5
Teacher training	...	(-9.7)	[3] 1.9
3rd level	25.9	5.7	[2] 6.4
Cambodia			
1st level	15.1	8.9	7.1
2nd level (Total)	31.1	36.9	18.0
General	35.1	37.7	18.0
Vocat./Technical)	10.4	35.0	17.7
Teacher training)			
3rd level	10.7	34.5	33.7
Ceylon			
1st level	3.1	5.0	2.7
2nd level (Total)	8.2	10.7	...
General)	8.3	10.2	6.9
Vocat./Technical)			
Teacher training	7.1	9.7	[2] 2.7
3rd level	0.8	8.5	[2] 22.7
China (Taiwan)			
Pre-school	93.5	21.9	(-0.2)
1st level	6.5	8.7	3.6
2nd level (Total)	12.2	10.7	13.3
General	12.9	12.5	15.6
Vocat./Technical	11.9	6.9	16.1
Teacher training	3.7	2.2	(-16.0)
3rd level	21.9	14.0	19.5

A 11. Average annual rate of increase in total enrolment by level and type of education, 1950-55, 1955-60, 1960-65 (continued)

Country	1950-55	1955-60	1960-65
India			
Pre-school	21.7	18.8	5.9
1st level	5.6	6.8	7.3
2nd level (Total)	7.3	10.9	8.6
General	7.3	11.0	8.5
Vocat./Technical	9.4	9.0	) 10.5
Teacher training	5.4	6.2	)
3rd level	6.0	10.2	6.4
Indonesia			
Pre-school	[1] 9.1	25.5	9.1
1st level	6.0	4.7	12.0
2nd level (Total)	[1] 21.8	5.5	11.2
General	[1] 16.1	10.6	12.4
Vocat./Technical	[1] 24.3	15.5	6.0
Teacher training	[1] 33.9	(-28.3)	14.3
3rd level	33.2	[4] 25.9	[5] 19.4
Iran			
1st level	[1] 5.8	11.9	8.8
2nd level (Total)	...	15.4	11.7
General	[1] 14.4	14.9	11.8
Vocat./Technical	[1] 2.3	43.3	9.7
Teacher training	...	11.8	0.6
3rd level	12.4	14.4	7.9
Japan			
Pre-school	23.4	2.9	8.9
1st level	1.8	0.6	(-4.9)
2nd level (Total)	3.1	1.1	3.8
General	2.4	0.9	2.9
Vocat./Technical	8.7	5.6	8.7
Teacher training	.	.	.
3rd level	20.0	3.5	9.3
Korea, Rep. of			
Pre-school	9.7	(-1.8)	4.4
1st level	1.5	4.2	6.4
2nd level (Total)	11.4	3.2	6.5
General	10.1	4.0	6.0
Vocat./Technical	19.6	(-0.5)	11.1
Teacher training	4.2	(-5.7)	.
3rd level	18.5	13.6	7.0

A 11. Average annual rate of increase in total enrolment by level and type of education, 1950-55, 1955-60, 1960-65 (continued)

Country	1950-55	1955-60	1960-65
Laos			
1st level	[6] 8.8	[7] 6.4	10.1
2nd level (Total)[8]	16.4	18.1	11.7
General [8]	14.2	15.3	5.6
Vocat./Technical [8]	.	11.8	24.3
Teacher training [8]	1.0	66.7	26.6
3rd level	...	...	11.0
Malaysia			
1st level	5.4	7.7	2.9
2nd level (Total)	...	...	17.5
General	30.4	10.5	18.4
Vocat./Technical	30.2	(-1.3)	4.2
Teacher training	...	...	8.3
3rd level[9]	...	[10]18.1	[2]15.8
Mongolia			
1st level	...	...	7.4
2nd level (Total)	...	...	5.1
General	...	...	6.0
Vocat./Technical	...	...	) 0.9
Teacher training	...	...	)
3rd level	[11]17.6	10.7	16.5
Nepal			
1st level	...	[12]22.9	[13]11.2
2nd level (Total)	...	...	...
General	...	[4]18.7	[13] 8.6
Vocat./Technical	...	...	...
Teacher training	...	[4] 39.7	[13] 5.7
3rd level	...	[10]31.5	11.4
Pakistan[14]			
1st level	5.7	4.6	6.2
2nd level (Total)	1.8	3.3	10.9
General	1.8	3.3	10.4
Vocat./Technical	4.8	3.2	7.4
Teacher training	6.3	0.0	11.3
3rd level	4.6	11.2	11.3

A 11. Average annual rate of increase in total enrolment by level and type of education, 1950-55, 1955-60, 1960-65 (continued)

Country	1950-55	1955-60	1960-65
Philippines			
Pre-school[8]	6.8	15.9	[2]10.0
1st level	3.0	3.7	[2]7.7
2nd level (Total)	3.6	2.9	[2]11.5
General	3.4	2.5	[2]11.9
Vocat./Technical	6.9	7.8	[2]9.0
Teacher training	.	.	.
3rd level	...	7.3	[3]11.0
Singapore			
1st level	[1]8.2	10.1	5.1
2nd level (Total)	[1]25.3	16.2	14.5
General	[1]25.6	16.1	12.4
Vocat./Technical	[1]10.5	25.8	58.2
Teacher training	.	.	.
3rd level	[1]10.6	27.4	3.5
Thailand			
Pre-school	...	5.9	12.1
1st level	...	4.5	3.3
2nd level (Total)	...	17.3	4.8
General	...	19.1	5.7
Vocat./Technical	19.3	12.0	1.9
Teacher training	12.7	20.8	3.6
3rd level	1.3	15.0	[2]2.4
Viet-Nam, Rep. of			
1st level	8.5	16.3	5.4
2nd level (Total)	12.9	30.3	12.6
General	12.3	30.7	12.7
Vocat./Technical[8]	13.0	42.3	9.8
Teacher training	38.1	21.6	12.4
3rd level	...	30.3	18.2

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[1] 1951-55.

[2] 1960-64.

[3] 1960-63.

[4] 1955-61.

[5] 1961-63.

[6] 1949-56.

[7] 1956-60.

[8] Public education only.

[9] West Malaysia only.

[10] 1954-60.

[11] 1952-55.

[12] 1954-61.

[13] 1961-65.

[14] Primary classes in secondary schools are included under general education at the 2nd level.

A 12. Percentage distribution of total enrolment by level of education 1950, 1955, 1960, 1965-1967

Country	Year	Total enrolment, all levels	First level	Second level	Third level
Afghanistan	1950	100	93.4	6.2	0.4
	1955	100	92.2	7.2	0.6
	1960	100	90.7	8.4	0.9
	1965	100	88.1	11.1	0.8
	1966	100	86.9	12.3	0.8
	1967	100	86.0	13.2	0.8
Burma	1955	100	85.8	13.4	0.8
	1960	100	85.1	14.2	0.7
	1963	100	83.3	15.9	0.8
	1967	100	81.7	17.4	0.9
Cambodia	1950	100	98.8	1.0	0.1
	1955	100	97.9	2.0	0.1
	1960	100	93.5	6.2	0.3
	1965	100	89.6	9.6	0.8
	1966	100	89.3	9.9	0.8
Ceylon	1950	100	81.5	18.2	0.3
	1955	100	77.7	22.1	0.2
	1960	100	73.2	26.5	0.3
	1964	100	68.6	30.9	0.5
China (Taiwan)	1950	100	87.7	11.6	0.6
	1955	100	84.3	14.5	1.2
	1960	100	82.9	15.6	1.5
	1965	100	75.1	22.1	2.8
	1966	100	73.6	22.8	3.6
	1967	100	71.8	24.0	4.2
India	1950	100	79.5	18.8	1.7
	1955	100	77.9	20.0	2.1
	1960	100	74.1	23.5	2.4
	1965	100	74.6	23.1	2.3
Indonesia	1955	100	92.1	7.6	0.3
	1960	100	91.1	7.8	1.1
	1966	100	87.2	11.5	1.3
Iran	1955	100	84.1	14.9	1.0
	1960	100	81.9	17.0	1.1
	1965	100	80.1	18.9	1.0
	1967	100	79.5	19.5	1.0
Japan	1950	100	59.9	38.8	1.3
	1955	100	57.5	39.7	2.8
	1960	100	56.1	40.7	3.2
	1965	100	44.1	50.3	5.1

A 12. Percentage distribution of total enrolment by level of education 1950, 1955, 1960, 1965-1967 (continued)

Country	Year	Total enrolment, all levels	First level	Second level	Third level
Korea, Rep. of	1950	100	85.0	13.9	1.1
	1955	100	78.0	19.8	2.2
	1960	100	78.8	19.0	2.2
	1965	100	78.6	19.1	2.3
	1966	100	78.0	19.3	2.7
	1967	100	77.7	19.8	2.5
Laos	1960	100	96.5	3.5	0.1
	1965	100	96.2	3.7	0.1
	1966	100	95.9	3.9	0.2
Malaysia	1960	100	87.2	12.6	0.2
	1964	100	80.7	19.0	0.3
	1965	100	78.0	21.7	0.3
Mongolia	1960	100	58.9	36.8	4.4
	1965	100	59.2	34.7	6.1
Nepal	1961	100	84.2	14.0	1.7
Pakistan	1950	100	71.0	27.4	1.6
	1955	100	74.5	23.9	1.6
	1960	100	75.2	22.6	2.2
	1965	100	71.3	25.9	2.8
	1966	100	70.5	26.7	2.9
Philippines	1955	100	81.8	13.4	4.8
	1960	100	81.3	13.0	5.7
	1964	100	79.4	14.8	5.8
Singapore	1951	100	90.6	8.0	1.4
	1955	100	85.0	13.5	1.5
	1960	100	80.4	16.7	2.9
	1965	100	74.0	23.6	2.4
	1967	100	68.8	28.5	2.7
Thailand	1955	100	94.8	4.4	0.8
	1960	100	91.2	7.6	1.2
	1965	100	90.8	8.1	1.1
Viet-Nam, Rep. of	1950	100	92.7	7.1	0.2
	1955	100	91.1	8.4	0.5
	1960	100	85.2	14.0	0.8
	1965	100	80.3	18.4	1.3
	1966	100	79.2	19.3	1.5
	1967	100	79.2	19.5	1.3

A 13. Percentage distribution of enrolment by type of education at the second level, 1950, 1955, 1960, 1965-1967

Country	Year	Second level (Total)	General	Vocational/ Technical	Teacher training
Afghanistan	1951	100	52.2	----- 47.8 -----	
	1955	100	66.0	----- 34.0 -----	
	1960	100	69.8	----- 30.2 -----	
	1965	100	74.8	----- 25.2 -----	
	1966	100	77.0	----- 23.0 -----	
	1967	100	78.0	----- 22.0 -----	
Burma	1955	100	97.5	0.5	2.0
	1960	100	98.4	0.8	0.8
	1963	100	98.4	0.9	0.7
	1967	100	98.8	0.7	0.5
Cambodia	1950	100	81.9	----- 18.1 -----	
	1955	100	92.5	----- 7.5 -----	
	1960	100	93.2	2.2	4.6
	1965	100	93.3	----- 6.7 -----	
	1966	100	93.6	----- 6.4 -----	
Ceylon	1950	100	----- 99.2 -----		0.8
	1955	100	----- 99.2 -----		0.8
	1960	100	----- 99.2 -----		0.8
	1964	100	----- 99.4 -----		0.6
China (Taiwan)	1950	100	66.6	28.7	4.7
	1955	100	68.5	28.3	3.2
	1960	100	74.1	23.7	2.2
	1965	100	81.8	17.7	0.5
	1966	100	81.7	17.9	0.4
	1967	100	81.6	18.2	0.2
India	1950	100	95.8	2.7	1.5
	1955	100	95.7	2.9	1.4
	1960	100	96.1	2.8	1.1
	1965	100	95.7	----- 4.3 -----	
Indonesia	1951	100	67.0	13.8	19.2
	1955	100	57.1	15.0	27.9
	1960	100	72.3	23.7	4.0
	1965	100	76.7	18.7	4.7
	1966	100	69.9	24.6	5.5
	1967	100	79.7	15.2	5.1
Iran	1955	100	97.1	1.1	1.8
	1960	100	95.3	3.2	1.5
	1965	100	96.1	3.0	0.9
	1967	100	96.7	2.3	1.0
Japan	1950	100	90.8	9.2	-
	1955	100	87.8	12.2	-
	1960	100	85.1	14.9	-
	1965	100	81.3	18.7	-

A 13. Percentage distribution of enrolment by type of education at the second level, 1950, 1955, 1960, 1965-1967 (continued)

Country	Year	Second level (Total)	General	Vocational/ Technical	Teacher training
Korea, Rep. of	1950	100	87.3	11.1	1.6
	1955	100	82.3	15.9	1.8
	1960	100	85.6	13.2	1.2
	1965	100	83.7	16.3	-
	1966	100	84.5	15.5	-
	1967	100	85.2	14.8	-
Laos	1950	100	94.5	-	5.5
	1955	100	86.5	10.8	2.7
	1960	100	76.7	8.2	15.1
	1965	100	57.8	14.0	28.2
	1966	100	57.3	12.6	30.1
	1967	100	59.9	12.8	27.3
Malaysia	1960	100	91.8	4.7	3.5
	1965	100	95.1	2.6	2.3
Mongolia	1960	100	81.5	16.3	2.2
	1965	100	84.9	----- 15.1 -----	
Nepal	1961	100	98.2	0.3	1.5
Pakistan	1950	100	98.8	0.7	0.5
	1955	100	98.5	0.8	0.7
	1960	100	98.6	0.8	0.6
	1965	100	98.7	0.7	0.6
	1966	100	98.7	0.7	0.6
Philippines	1950	100	93.7	6.3	-
	1955	100	92.6	7.4	-
	1960	100	90.7	9.3	-
	1964	100	91.5	8.5	-
Singapore	1951	100	97.6	2.4	-
	1955	100	98.6	1.4	-
	1960	100	97.9	2.1	-
	1965	100	89.3	10.7	-
	1966	100	90.3	9.7	-
	1967	100	87.2	12.8	-
Thailand	1955	100	67.6	29.1	3.3
	1960	100	73.1	23.2	3.7
	1965	100	76.3	20.1	3.6
	1966	100	73.7	22.9	3.4
	1967	100	74.0	22.0	4.0
Viet-Nam, Rep. of	1950	100	98.4	1.3	0.3
	1955	100	96.0	1.3	2.7
	1960	100	97.3	2.0	0.7
	1965	100	97.6	1.8	0.6
	1966	100	97.4	1.9	0.7
	1967	100	97.3	2.1	0.6

Note. "General" may include some vocational education since a number of schools in certain countries offer courses combining the academic and vocational types of education. It may also be noted that some countries have discontinued teacher training at the second level to replace it by teacher training at the third level of education.

A 14. Enrolment in private schools as percentage of total enrolment (public and private), first and second levels of education, 1950, 1955, 1960, 1965-1967

Country	Level of education	1950	1955	1960	1965	1966	1967
Afghanistan	First level	...	...	...	...	...	...
	Second level	...	...	...	...	...	...
Burma	First level	...	...	[1] 6	...	...	...
	Second level	...	...	22	...	...	...
Cambodia	First level	8	7	5	5	5	5
	Second level	[2,3]68	[4]56	39	[3]16	[3]11	[3] 8
Ceylon	First level (Second level (	...	[4] 1	6	6	...	...
China (Taiwan)	First level	...	...	2	2	2	1
	Second level	...	4	6	20	21	21
India	First level	26	25	23	...	...	...
	Second level	...	[3,4]56	...	...	...	...
Indonesia	First level	6	8	10	[6]10	12	20
	Second level	[5]35	33	42	[6]42	...	58
Iran	First level	11	[4] 8	8	7	...	...
	Second level	[3]21	[3,4]19	15	17	...	...
Japan	First level	...	-	-	1	1	...
	Second level	...	18	12	17	17	...
Korea, Rep. of	First level	...	[4]-	[1]-	2	2	2
	Second level	...	[4]35	[1]44	47	47	47
Laos	First level	[7] 7	[8] 3	8	10	9	...
	Second level	[7] 5	...	...	28	24	...
Malaysia[9]	First level	10	7	4	1.4	0.9	0.6
	Second level	...	[10]35	[1]24	...	...	...
Mongolia	First level	-	-	-	-	-	-
	Second level	-	-	-	-	-	-
Nepal	First level	...	...	...	...	...	...
	Second level	...	...	...	...	...	...
Pakistan	First level	...	[10] 9	...	[6]12	...	...
	Second level	...	[10]52	[1,3]52	[3,6]52	...	...
Philippines	First level	4	4	5	[6] 5	...	...
	Second level	60	62	63	[6]62	...	...

A 14. Enrolment in private schools as percentage of total enrolment (public and private), first and second levels of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	Level of education	1950	1955	1960	1965	1966	1967
Singapore	First level	...	[4]8	1	2	2	...
	Second level	...	[10]10	5	3	2	...
Thailand	First level	...	11	[1]13	13	14	14
	Second level	[5]43	[3]53	52	[3]50	[3]52	[3]52
Viet-Nam, Rep. of	First level	16	20	19	19	...	...
	Second level	64	47	62	[3]64	[3]65	...

1. 1961.
2. 1952.
3. General education only.
4. 1954.
5. 1951.
6. 1963.
7. 1949.
8. 1956.
9. West Malaysia only.
10. 1957.

A 15. Retention ratios of pupils at the first level of education, by sex, based on latest available grade enrolment statistics

(A): Retention ratios in relation to grade I. (B): Grade-to-grade retention ratios

Country	Code	Cohort starting in	Sex[1]	Number of pupils in cohort[2]	Grade retention ratios (percentage)						
					I	II	III	IV	V	VI	VII
Afghanistan[3]	(A)	1962	BG	47 571	100	*90	90	100	92	77	
			B	39 655	100	*90	90	101	94	79	
			G	7 916	100	*90	89	98	80	65	
	(B)	1962	BG		.	*90	*100	112	92	83	
			B		.	*90	*100	112	93	84	
			G		.	*90	*99	110	82	81	
Burma[4]	(A)	1960	BG	888 338	100	29	22	18			
		1958	B	443 064	100	33	25	20			
		1958	G	423 136	100	29	19	13			
	(B)	1960	BG		.	29	73	83			
		1958	B		.	33	77	79			
		1958	G		.	29	68	65			
Cambodia[5]	(A)	1959	BG	147 854	100	62	52	42	33	30	
			B	92 507	100	65	56	47	39	38	
			G	55 347	100	57	46	33	23	17	
	(B)	1959	BG		.	62	84	81	79	91	
			B		.	65	86	84	83	97	
			G		.	57	81	72	70	74	
Ceylon[6]	(A)	1959	BG	413 013	100	75	69	64	58	53	
	(B)	1959	BG		.	75	92	92	91	91	
China, Rep. of	(A)	1962	BG	404 418	100	95	94	93	93	91	
			B	210 007	100	95	94	94	94	93	
			G	194 411	100	95	94	92	91	89	
	(B)	1962	BG		.	95	99	99	100	98	
			B		.	95	99	100	100	99	
			G		.	95	99	99	99	98	

A 15. Retention ratios of pupils at the first level of education, by sex, based on latest available grade enrolment statistics
(A): Retention ratios in relation to grade I. (B): Grade-to-grade retention ratios (continued)

Country	Code	Cohort starting in	Sex[1]	Number of pupils in cohort[2]	Grade retention ratios (percentage)						
					I	II	III	IV	V	VI	VII
India	(A)	1959	BG	12 693 192	100	59	50	42	36		
			B	8 342 292	100	60	51	45	39		
			G	4 350 900	100	57	47	38	31		
	(B)	1959	BG		.	59	84	85	85		
			B		.	60	85	87	86		
			G		.	57	82	82	82		
Iran	(A)	1960	BG	319 428	100	98	93	80	74	70	
			B	216 496	100	97	93	80	74	70	
			G	102 932	100	99	92	81	75	71	
	(B)	1960	BG		.	98	94	87	93	94	
			B		.	97	95	86	93	95	
			G		.	99	93	88	93	94	
Japan	(A)	1961	BG	1 688 107	100	100	100	100	99	99	
			B	863 056	100	100	100	99	99	99	
			G	825 051	100	100	100	100	99	99	
	(B)	1961	BG		.	100	100	100	100	100	
			B		.	100	100	100	100	100	
			G		.	100	100	100	100	100	
Korea, Rep. of	(A)	1962	BG	926 855	100	96	94	92	90	87	
			B	475 275	100	96	94	91	92	90	
			G	451 580	100	97	95	92	89	85	
	(B)	1962	BG		.	96	98	97	98	97	
			B		.	96	98	97	100	98	
			G		.	97	98	97	97	95	

A 15. Retention ratios of pupils at the first level of education, by sex, based on latest available grade enrolment statistics
(A): Retention ratios in relation to grade I. (B): Grade-to-grade retention ratios (continued)

Country	Code	Cohort starting in	Sex[1]	Number of pupils in cohort[2]	Grade retention ratios (percentage)						
					I	II	III	IV	V	VI	VII
Laos	(A)	1961	BG	37 279	100	54	41	26	22	24	
			B	24 821	100	52	40	26	23	25	
			G	12 458	100	58	41	26	20	20	
	(B)	1961	BG		.	54	76	64	85	106	
			B		.	52	78	65	88	108	
			G		.	58	71	63	77	102	
Malaysia[7]	(A)	1962	BG	216 486	100	98	96	93	89	84	
			B	113 488	100	98	97	94	92	88	
			G	102 998	100	97	95	92	86	78	
	(B)	1962	BG		.	98	98	97	96	94	
			B		.	98	98	97	98	96	
			G		.	97	98	97	93	91	
Mongolia	(A)	1961	BG	21 743	100	96	94	...			
	(B)	1961	BG		.	96	99	...			
Pakistan	(A)	1958	BG	2 242 310	100	50	36	30	27		
			B	1 610 969	100	53	39	33	30		
			G	631 341	100	41	30	23	18		
	(B)	1958	BG		.	50	73	83	89		
			B		.	53	72	85	91		
			G		.	41	73	76	81		
Philippines	(A)	1959	BG	1 014 567	100	83	79	69	60	53	
	(B)	1959	BG		.	83	95	88	87	88	

A 15. Retention ratios of pupils at the first level of education, by sex, based on latest available grade enrolment statistics
(A): Retention ratios in relation to grade I. (B): Grade-to-grade retention ratios (continued)

Country	Code	Cohort starting in	Sex[1]	Number of pupils in cohort[2]	Grade retention ratios (percentage)						
					I	II	III	IV	V	VI	VII
Singapore	(A)	1962	BG	59 638	100	100	*100	99	94	108	
			B	31 478	100	102	*102	102	97	115	
			G	28 160	100	98	*98	95	90	99	
	(B)	1962	BG		.	100	*100	*99	95	115	
			B		.	102	*100	*100	95	118	
			G		.	98	*99	*97	95	110	
Thailand[8]	(A)	1961	BG	1 322 855	100	73	66	59	15	13	12
			B	693 837	100	73	65	58	17	15	13
			G	629 018	100	73	66	60	13	11	11
	(B)	1961	BG		.	73	90	90	25	88	96
			B		.	73	90	90	29	88	92
			G		.	73	90	90	21	89	101
Viet-Nam, Rep. of	(A)	1960	BG	427 730	100	75	63	49	41		
			B	243 464	100	77	67	53	45		
			G	184 266	100	71	59	43	36		
	(B)	1960	BG		.	75	85	77	84		
			B		.	77	86	80	86		
			G		.	71	82	74	82		

Note. In this table, the term "cohort" refers to the total number of children enrolled in Grade I in the year indicated, the total number enrolled in Grade II in the following year, and so on through the school cycle. For Afghanistan, for example, data correspond to total enrolment in grade I (1962); grade II (1963): grade III (1964); grade IV (1965); grade V (1966); and grade VI (1967). The inclusion of repeaters, re-entrants, and other categories, and probably some lack of comparability in the coverage of the enrolment data, lead to retention ratios of over 100 per cent in certain cases. For greater detail on this subject the reader may consult: *The Problem of Educational Wastage, Bulletin of the Unesco Regional Office for Education in Asia*, Vol. I, Number 2, March 1967, (out of print).

[1] BG = boys and girls; B = boys; G = girls.

[2] Enrolment in grade I in year stated (including repeaters).

[3] Excluding village schools.

[4] Burma proper only. Public education only.

[5] Public education only.

[6] Data refer to grades IA, IB, II, III, IV, V respectively.

[7] West Malaysia only.

[8] Lower primary education covers grades I-IV; upper primary education, grades V-VII, is being introduced gradually.

A 16. Education at the third level: distribution of enrolment by field of study, around 1950, 1955, 1960, 1965-1967

Country	Year	Sex	Total	Number of students by field of study									
				Human-ities	Educa-tion	Fine arts	Law	Social sciences	Natural sciences	Engineer-ing	Medical sciences	Agri-culture	Not speci-fied
Afghanistan	1951	MF	654	187	44	-	[1]211	[1]...	129	-	83	-	-
		F	44	-	44	-	-	-	-	-	-	-	-
	1956	MF	874	98	...	-	197	103	132	30	186	24	104
		F	44	-	...	-	-	18	26	-	-	-	-
	1961	MF	1 149	429	...	-	372	...	...	...	348	...	-
	1965	MF	3 532	651	592	-	461	366	338	309	655	124	36
		F	664	177	218	-	51	28	49	3	102	-	36
Burma	[2]1954	MF	7 389	[3]2 466	144	-	276	[3]...	3 148	398	881	76	-
		F	1 739	[3]869	85	-	30	[3]...	450	-	304	1	-
	1958	MF	12 965	[3]5 582	292	-	404	[3]...	4 283	971	1 383	50	-
		F	3 590	[3]2 210	185	-	69	[3]...	710	6	410	-	-
	1963	MF	18 494	8 113	779	-	447	678	6 020	663	1 624	170	-
		F	5 927	3 459	415	-	85	213	1 313	17	422	3	-
	1965	MF	22 399	9 019	847	-	309	2 156	5 031	1 910	2 607	520	-
		F	7 182	3 183	422	-	57	1 003	1 387	207	862	61	-
Cambodia	1956	MF	485	-	-	-	229	-	-	-	182	74	-
		F	35	-	-	-	17	-	-	-	18	-	-
	1960	MF	724	-	-	-	409	-	36	15	264	...	-
		F	40	-	-	-	21	-	7	1	11	-	-
	1965	MF	5 851	861	2 089	134	490	163	164	82	483	65	1 320
		F	800	138	498	14	22	5	16	1	54	-	52
Ceylon	[4]1951	MF	2 210	825	48	-	36	-	223	156	867	40	15
	[4]1956	MF	2 534	928	57	-	32	-	459	136	829	32	61
	1960	MF	5 577	2 529	329	-	36	547	527	242	949	20	398
		F	948	613	17	-	5	-	150	-	152	-	11
	1965	MF	14 816	8 092	116	-	194	1 168	1 390	665	1 656	94	1 441
		F	4 754	3 757	21	-	34	20	330	17	466	13	96

A 16. Education at the third level: distribution of enrolment by field of study around 1950, 1955, 1960, 1965-1967 (continued)

Country	Year	Sex	Total	Number of students by field of study									
				Human-ities	Educa-tion	Fine arts	Law	Social sciences	Natural sciences	Engineer-ing	Medical sciences	Agri-culture	Not speci-fied
China (Taiwan)	1955	MF	18 174	2 476	1 051	406	1 229	4 232	1 129	4 467	712	2 038	434
		F	2 760	692	369	139	147	517	251	166	201	278	-
	1960	MF	35 060	6 359	1 650	996	1 143	8 832	3 243	6 958	2 725	3 049	105
		F	8 204	2 377	717	333	195	2 764	606	195	632	385	-
	1965	MF	85 346	10 422	6 453	2 649	1 654	32 751	5 511	12 920	7 149	5 447	390
		F	26 608	5 030	2 650	693	375	13 353	1 190	270	1 949	1 098	-
	1966	MF	113 855	12 128	7 772	3 474	1 884	44 321	6 360	20 490	10 173	7 253	-
		F	36 577	6 238	3 382	932	502	19 134	1 482	413	3 181	1 313	-
	1967	MF	138 613	13 985	9 577	3 681	2 091	53 194	7 326	27 169	13 161	8 429	-
India[5]	1949	MF	371 800	[6]300 300	5 100	-	10 000	25 500	[6]...	11 750	12 600	5 400	1 150
		F	35 400	[6]31 000	1 620	-	170	100	[6]...	40	2 100	20	350
	1955	MF	736 124	[6]575 247	14 280	3 422	20 268	58 918	[6]...	19 858	25 072	5 877	13 182
		F	96 604	[6]84 092	4 318	1 843	347	422	[6]...	38	3 987	37	1 520
	1960	MF	1 028 660	473 045	18 638	112	27 240	86 486	296 849	43 619	38 395	26 845	17 431
		F	175 176	119 327	5 963	21	815	799	30 307	182	7 247	185	10 330
	1963	MF	1 299 490	583 038	25 380	[7]...	28 842	117 612	377 885	65 033	[8]56 133	[8]37 851	7 716
		F	241 810	168 093	9 078	[7]...	1 064	1 476	46 959	520	[8]12 102	[8]85	2 433
	1964	MF	1 269 921	553 839	26 970	[7]...	32 378	[17]98 554	385 927	73 256	[8]63 147	[8]26 674	9 176
			264 752	172 121	9 610	[7]...	1 112	[17]1 768	63 033	687	[8]13 866	[8]323	2 232
Indonesia	1952	MF	10 041	631	68	-	2 159	746	450	2 576	2 780	631	-
	1956	MF	22 707	490	1 193	-	6 523	4 814	1 351	3 245	4 560	531	-
		F	3 829	194	315	-	1 231	442	469	97	1 059	22	-
	[15]1967	MF	110 677	4 664	18 881	-	24 957	27 984	3 808	11 960	12 559	5 864	-

A 16. Education at the third level: distribution of enrolment by field of study, around 1950, 1955, 1960, 1965-1967 (continued)

Country	Year	Sex	Total	Number of students by field of study									
				Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Iran	1950	MF	5 624	[9] 1 078	[9] ...	139	1 302	-	554	200	2 102	228	21
	1956	MF	11 928	[9] 3 213	[9] ...	345	2 092	-	753	673	4 328	524	-
	1963	MF	24 885	[10] 7 859	1 249	977	2 165	[10] 819	2 264	2 224	5 928	1 150	250
		F	4 438	[10] 2 089	237	106	210	[10] 224	294	28	1 175	75	-
	1965	MF	29 074	8 268	1 062	899	3 670	1 993	2 030	3 207	6 993	952	-
		F	6 926	2 465	145	141	559	1 034	576	110	1 828	68	-
Japan	1955	MF	589 903	101 075	72 912	7 503	65 977	197 047	11 823	77 656	29 663	26 247	-
		F	104 062	26 920	24 972	3 839	1 678	36 530	1 543	674	7 479	427	-
	1961	MF	649 209	92 960	70 579	12 888	55 550	173 871	17 287	94 292	83 650	31 490	16 642
		F	148 643	44 084	30 929	8 371	1 526	7 160	2 304	686	52 075	781	727
	1965	MF	1 085 119	121 621	70 295	16 075	80 270	324 050	38 726	181 985	52 383	38 179	161 535
		F	262 507	58 355	32 570	9 801	2 502	25 262	3 892	773	14 031	1 182	114 139
Korea, Rep. of	1956	MF	80 935	17 706	921	1 619	10 539	17 776	8 802	7 838	6 712	9 022	-
		F	9 145	3 172	432	646	284	409	1 979	42	2 156	25	-
	1962	MF	126 525	20 054	6 325	4 641	11 905	36 594	9 788	16 453	11 541	9 028	16
		F	24 546	6 721	2 413	2 715	461	5 546	2 615	179	3 560	333	3
	1965	MF	141 636	21 674	12 339	7 567	6 789	27 135	12 495	26 929	12 256	14 452	-
		F	35 361	9 128	5 514	4 841	320	2 857	6 327	259	5 207	908	-
	1966	MF	153 117	25 352	6 997	7 984	[11] ...	45 783	14 727	25 866	11 947	12 588	1 873
		F	37 521	10 865	4 773	5 304	[11] ...	4 228	6 944	298	3 784	872	453
	1967	MF	143 643	21 114	8 251	7 141	[11] ...	41 611	12 876	25 841	12 471	12 343	1 995
		F	36 362	8 780	4 989	5 034	[11] ...	4 903	6 424	305	3 935	1 111	881
Laos	1965	MF	146	-	-	-	[12] 77	[12] ...	-	-	69	-	-
		F	24	-	-	-	[12] 7	[12] ...	-	-	17	-	-

A 16. Education at the third level: distribution of enrolment by field of study, around 1950, 1955, 1960, 1965-1967 (continued)

Country	Year	Sex	Total	Number of students by field of study									
				Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Laos (cont'd)	1966	MF	216	-	-	-	[12]103	[12]...	-	-	113	-	-
		F	35	-	-	-	[12] 28	[12]...	-	-	7	-	-
Malaysia	1963	MF	8 455	908	6 135	-	-	-	398	800	40	174	-
		F	2 750	327	2 299	-	-	-	85	25	5	9	-
	1965	MF	8 960	1 624	5 300	-	-	-	660	764	186	267	159
		F	3 111	531	2 346	-	-	-	152	1	26	16	39
Nepal	1964	MF	4 670	-	154	-	122	2 842	1 552	-	-	-	-
		F	949	-	44	-	3	685	217	-	-	-	-
Pakistan[13]	1962	MF	77 794	35 118	2 783	296	6 025	9 799	12 351	2 735	5 285	3 402	-
		F	11 240	6 874	876	33	52	710	1 484	1	1 206	4	-
	1964	MF	106 052	49 194	3 938	495	4 753	12 345	21 229	4 523	6 175	3 400	-
		F	15 339	9 041	1 184	125	41	1 085	2 526	5	1 318	14	-
Philippines	[14]1957	MF	224 988	29 771	35 805	5 401	16 628	65 149	1 536	31 125	35 906	3 599	68
		F	104 240	14 547	29 410	2 329	2 363	30 441	1 011	1 690	22 127	322	-
	[14]1960	MF	271 791	32 416	53 960	3 718	11 138	102 144	2 115	27 456	34 652	4 127	65
		F	139 777	15 651	44 424	1 162	1 812	49 221	1 510	2 132	23 392	418	-
	1963	MF	471 988	55 469	126 776	6 659	5 512	118 461	6 689	56 663	19 696	8 448	67 615
		F	248 312	26 101	93 148	1 711	699	61 565	4 034	5 099	11 625	1 149	43 181
Singapore[15]	1960	MF	3 448	778	77	-	277	747	877	-	692	-	-
		F	824	285	49	-	42	131	164	-	153	-	-
	1964	MF	13 529	1 226	5 806	125	367	1 673	1 492	1 855	946	-	39
		F	4 834	425	3 324	25	68	418	347	21	206	-	-
Thailand	1949	MF	30 143	353	-	81	23 907	3 213	999	476	812	302	-
		F	2 522	308	-	8	376	1 062	384	8	376	-	-

A 16. Education at the third level: distribution of enrolment by field of study, around 1950, 1955, 1960, 1965-1967 (continued)

Country	Year	Sex	Total	Number of students by field of study									
				Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Thailand (cont'd)	1959	MF	35 631	624	2 033	551	9 411	16 365	1 943	1 417	2 315	972	-
	1963	MF	42 191	800	5 027	736	9 322	17 891	1 567	1 741	3 380	1 721	-
		F	12 096	690	2 684	139	422	5 611	515	31	1 629	375	-
	16 1965	MF	36 403	1 469	5 334	765	8 757	11 367	1 522	1 913	3 588	1 688	-
		F	12 236	1 261	2 833	149	429	4 842	523	39	1 757	403	-
Viet-Nam, Rep. of	1960	MF	11 761	2 869	975	106	2 359	54	3 160	225	1 906	107	-
		F	2 082	704	215	1	255	12	328	1	557	9	-
	1965	MF	27 105	8 221	998	431	6 336	865	5 383	345	4 207	319	-
		F	6 553	2 585	256	22	1 125	157	860	-	1 526	22	-

Source: Unesco *Statistical Yearbook*, 1967 (Paris 1968); and official national publications.

Note. This table gives the number of students, by sex, enrolled in higher educational institutions (public and private), by fields of study. The subjects falling within each field of study according to the classification used by Unesco are enumerated at the end of this note.

In principle, the data presented here refer only to students eligible to take examinations and to receive degrees or diplomas; this would exclude auditors, for example. Equally excluded are students by correspondence and those enrolled in classes which, although attached to higher educational institutions, offer courses at other levels, or specially designed for adults. Part-time students (evening courses) are included.

Precise statistics by field of study are, of course, less readily available than global enrolment figures. For this reason, the coverage in this table is less complete than in Table A 7 and the totals will not in all cases be the same. Whenever the nature of the difference in coverage or any other divergence is known to the Secretariat, it is explained in a footnote.

Humanities: archaeology, history, languages, letters, library science, philosophy, psychology, theology and similar subjects.

Education: education, pedagogy (including subjects studied in teacher-training institutions at the third level), physical education.

Fine arts: architecture, drawing, music, painting, sculpture, speech and dramatic arts, and similar subjects.

Law.

Social sciences: banking, commerce, diplomacy, economics, ethnology, geography, home economics, international relations, journalism, political science, public administration, social welfare, sociology, statistics and similar subjects.

A 16. Education at the third level: distribution of enrolment by field of study, around 1950, 1955, 1960, 1965-1967 (continued)

Natural sciences: astronomy, bacteriology, biochemistry, biology, botany, chemistry, entomology, geology, geophysics, mathematics, meteorology, mineralogy, physics, zoology, and similar subjects.

Engineering: applied science, construction, geodesy, metallurgy, mining, surveying, technology, textiles, and similar subjects.

Medical science: anatomy, dentistry, medicine, midwifery, nursing, optometry, osteopathy, pharmacy, physiotherapy, public health, and similar subjects.

Agriculture: dairying, fisheries, forestry, horticulture, rural science, veterinary medicine, and similar subjects.

1. Social sciences are included with Law
2. Data for the University of Rangoon and some colleges which are associated with it.
3. Social sciences are included with Humanities.
4. Not including either the Law College or the Ceylon Technical College.
5. Including Intermediate Colleges.
6. Natural sciences are included with Humanities.
7. Separate data are not available for Fine arts.
8. Veterinary science is included with Medical Sciences.
9. Education is included with Humanities.
10. Geography and Sociology are included with Humanities.
11. Separate data are not available for Law.
12. Social sciences are included with Law.
13. Not including Intermediate Colleges which, prior to 1962/63 constituted the lower stage of education at the third level but which now constitute the upper stage of education at the second level. In 1962/63, there were 124 674 (F 17 100) students enrolled in Intermediate Colleges.
14. Not including either the University of the Philippines or the Public Chartered Colleges.
15. Universities and degree-granting institutions only.
16. Lower enrolment data in 1965, compared with 1963, may be explained by the adoption in 1960 of an entrance examination system in Thammasat University.
17. Data for commerce only.

A 17. Education at the third level: Percentage distribution of enrolment by broad fields of study, around 1950, 1955, 1960 and 1965-1967

Country	Year	Sex	Total	Humanities, Education, Fine arts	Law, Social sciences	Natural sciences	Engineering, Medical sciences, Agriculture	Not specified
Afghanistan	1951	MF	100	35.3	32.3	19.7	12.7	-
		F	100	100	-	-	-	-
	1956	MF	100	11.2	34.3	15.1	27.5	11.9
		F	100	-	40.9	59.1	-	-
	1961	MF	100	37.3	32.4	-	30.3	-
	1965	MF	100	35.2	23.4	9.6	30.8	1.0
		F	100	59.5	11.9	7.3	15.8	5.4
Burma	[1]1954	MF	100	35.3	3.7	42.6	18.4	-
		F	100	54.9	1.7	25.9	17.5	-
	1958	MF	100	45.3	3.1	33.0	18.5	-
		F	100	66.7	1.9	19.8	11.6	-
	1963	MF	100	48.1	6.1	32.5	13.3	-
		F	100	65.4	5.0	22.1	7.5	-
	1965	MF	100	44.0	11.0	22.5	22.5	-
		F	100	50.2	14.8	19.3	15.7	-
Cambodia	1956	MF	100	-	47.2	-	52.8	-
		F	100	-	48.6	-	51.4	-
	1960	MF	100	-	56.5	5.0	38.5	-
		F	100	-	52.5	17.5	30.0	-
	1965	MF	100	52.7	11.2	2.8	10.8	22.5
		F	100	81.2	3.4	2.0	6.9	6.5
Ceylon	[2]1951	MF	100	39.5	1.6	10.1	48.1	0.7
	[2]1956	MF	100	38.9	1.3	18.1	39.3	2.4
	1960	MF	100	51.3	10.5	9.4	21.7	7.1
		F	100	66.5	0.5	15.8	16.0	1.2
	1965	MF	100	55.4	9.2	9.4	16.3	9.7
		F	100	79.5	1.1	6.9	10.5	2.0
China (Taiwan)	1955	MF	100	21.6	30.0	6.2	39.7	2.5
		F	100	43.5	24.0	9.1	23.4	-
	1960	MF	100	25.7	28.5	9.2	36.3	0.3
		F	100	41.8	36.1	7.4	14.7	-
	1965	MF	100	22.9	40.3	6.5	29.9	0.4
		F	100	31.4	51.6	4.5	12.5	-
	1966	MF	100	20.5	40.6	5.6	33.3	-
		F	100	28.8	53.7	4.1	13.4	-
	1967	MF	100	19.6	40.4	5.3	35.2	-
India[3]	1949	MF	100	[4]82.1	9.6	[4]...	8.0	0.3
		F	100	[4]92.1	0.8	[4]...	6.1	1.0

A 17. Education at the third level: Percentage distribution of enrolment by broad fields of study, around 1950, 1955, 1960 and 1965-1967 (continued)

Country	Year	Sex	Total	Humanities, Education, Fine arts	Law, Social sciences	Natural sciences	Engineering, Medical sciences, Agriculture	Not specified
India[3] (cont'd)	1955	MF	100	[4]80.5	10.8	[4]...	6.9	1.8
		F	100	[4]93.4	0.8	[4]...	4.2	1.6
	1960	MF	100	47.8	11.1	28.8	10.6	1.7
		F	100	71.5	0.9	17.3	4.3	6.0
	1963	MF	100	46.8	11.3	29.1	12.2	0.6
		F	100	73.3	1.1	19.4	5.3	0.9
	1964	MF	100	45.7	10.3	30.4	12.8	0.7
		F	100	68.6	1.1	23.8	5.6	0.8
Indonesia	1952	MF	100	7.0	28.9	4.5	59.6	-
	1956	MF	100	7.4	49.9	6.0	36.7	-
		F	100	13.3	43.7	12.2	30.8	-
	[7]1967	MF	100	21.3	47.8	3.4	27.5	-
Iran	1950	MF	100	21.6	23.1	9.9	45.0	0.4
	1956	MF	100	29.8	17.6	6.3	46.3	-
	1963	MF	100	40.5	12.0	9.1	37.4	1.0
		F	100	54.8	9.8	6.6	28.8	-
	1965	MF	100	35.2	19.5	7.0	38.3	-
		F	100	39.7	23.0	8.3	29.0	-
Japan	1955	MF	100	30.8	44.6	2.0	22.6	-
		F	100	53.5	36.7	1.5	8.3	-
	1961	MF	100	27.2	35.3	2.7	32.2	2.6
		F	100	56.1	5.8	1.6	36.0	0.5
	1965	MF	100	19.2	37.3	3.6	25.1	14.9
		F	100	38.4	10.6	1.5	6.1	43.4
Korea, Rep. of	1956	MF	100	25.0	35.0	10.9	29.1	-
		F	100	46.5	7.6	21.6	24.3	-
	1962	MF	100	24.5	38.3	7.8	29.4	0.0
		F	100	48.3	24.5	10.6	16.6	0.0
	1965	MF	100	29.4	24.0	8.8	37.8	-
		F	100	55.1	9.0	17.9	18.0	-
	1966	MF	100	26.3	30.0	9.6	32.9	1.2
		F	100	55.8	11.3	18.5	13.2	1.2
	1967	MF	100	25.4	29.0	9.0	35.2	1.4
		F	100	51.7	13.5	17.7	14.7	2.4

A 17. Education at the third level: Percentage distribution of enrolment by broad fields of study, around 1950, 1955, 1960 and 1965-1967 (continued)

Country	Year	Sex	Total	Humanities, Education, Fine arts	Law, Social sciences	Natural sciences	Engineering, Medical sciences, Agriculture	Not specified
Laos	1965	MF	100	-	52.7	-	47.3	-
		F	100	-	29.2	-	70.8	-
	1966	MF	100	-	47.7	-	52.3	-
		F	100	-	80.0	-	20.0	-
Malaysia	1963	MF	100	83.3	-	4.7	12.0	-
		F	100	95.5	-	3.1	1.4	-
	1965	MF	100	77.3	-	7.3	13.6	1.8
		F	100	92.5	-	4.9	1.4	1.2
Nepal	1964	MF	100	3.3	63.5	33.2	-	-
		F	100	4.6	72.5	22.9	-	-
Pakistan[5]	1962	MF	100	49.1	20.0	15.9	15.0	-
		F	100	69.2	6.8	13.2	10.8	-
	1964	MF	100	50.6	16.1	20.0	13.3	-
		F	100	67.5	7.3	16.5	8.7	-
Philippines	[6]1957	MF	100	31.5	36.4	0.7	31.4	0.0
		F	100	44.4	31.5	0.9	23.2	-
	[6]1960	MF	100	21.7	41.7	0.8	24.3	11.5
		F	100	33.1	36.5	1.1	18.6	10.7
	1963	MF	100	40.0	26.3	1.4	18.0	14.3
		F	100	48.7	25.1	1.6	7.2	17.4
Singapore	[7]1960	MF	100	24.8	29.7	25.4	20.1	-
		F	100	40.5	21.0	19.9	18.6	-
	1964	MF	100	52.9	15.1	11.0	20.7	0.3
		F	100	78.1	10.0	7.2	4.7	-
Thailand	1949	MF	100	1.4	90.0	3.3	5.3	-
		F	100	12.5	57.0	15.2	15.2	-
	1959	MF	100	9.0	72.3	5.5	13.2	-
	1963	MF	100	15.6	64.5	3.7	16.2	-
		F	100	29.0	49.9	4.3	16.8	-
	1965	MF	100	20.8	55.3	4.2	19.7	-
		F	100	34.6	43.1	4.3	18.0	-

A 17. Education at the third level: Percentage distribution of enrolment by broad fields of study, around 1950, 1955, 1960 and 1965-1967 (continued)

Country	Year	Sex	Total	Humanities, Education, Fine arts	Law, Social sciences	Natural sciences	Engineering, Medical sciences, Agriculture	Not specified
Viet-Nam, Rep. of	1960	MF	100	33.6	20.5	26.9	19.0	-
		F	100	44.2	12.8	15.8	27.2	-
	1965	MF	100	35.6	26.5	19.9	18.0	-
		F	100	43.7	19.6	13.1	23.6	-

Note. The percentage distribution of enrolment by broad fields of study presented in this table is based on the data contained in table A 16.

1. Data for the University of Rangoon and some colleges which are associated with it.
2. Not including either the Law College or the Ceylon Technical College.
3. Including Intermediate Colleges.
4. Natural sciences are included with Humanities.
5. Not including Intermediate Colleges.
6. Not including either the University of the Philippines or the Public Chartered Colleges.
7. Universities and degree-granting institutions only.

A 18. Education at the third level: Distribution of graduates by field of study, around 1950, 1955, 1960, 1965-1967

Country	Year	Sex	Total	Number of graduates by field of study									
				Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Afghanistan	[1]1956	MF	164	35	-	-	44	-	15	-	33	-	37
	1961	MF	300	69	-	-	60	29	34	6	73	29	-
		F	14	11	-	-	-	-	3	-	-	-	-
	1965	MF	380	62	27	-	93	43	23	32	72	28	-
		F	84	13	31	-	8	9	3	-	20	-	-
Burma	1964	MF	4 040	1 183	586	-	232	916	667	87	159	210	-
		F	2 061	719	244	-	45	538	392	2	93	28	-
Ceylon	[2]1957	MF	549	265	-	-	13	-	117	24	115	7	8
	[2]1960	MF	639	359	-	-	8	-	138	30	88	4	12
	1963	MF	2 298	1 545	46	-	80	213	179	55	156	1	23
China (Taiwan)	1957	MF	3 759	593	244	85	329	546	138	1 014	138	541	131
		F	600	143	97	25	48	107	27	31	63	59	-
	1960	MF	6 706	1 396	323	277	238	1 539	496	1 392	341	686	8
		F	1 596	577	126	82	31	429	104	42	115	90	-
	1965	MF	11 696	1 619	1 176	338	343	3 356	1 031	2 038	823	957	15
		F	3 074	683	282	101	53	1 345	210	47	190	163	-
	1966	MF	14 319	2 244	1 202	663	363	4 488	1 053	2 270	934	1 102	-
India[3]	1957	MF	[4]132 077	[5]87 663	14 784	...	5 856	11 878	[5]...	4 854	4 014	2 525	503
		F	[4]23 816	[5]18 519	4 301	...	145	95	[5]...	3	706	8	39
	1960	MF	179 038	[5]116 710	19 136	191	7 162	18 141	[5]...	8 000	5 270	4 196	232
		F	36 477	[5]27 415	5 789	133	185	1 915	[5]...	19	983	24	14

3

A 18. Education at the third level: Distribution of graduates by field of study, around 1950, 1955, 1960, 1965-1967 (continued)

Country	Year	Sex	Total	Number of graduates by field of study									
				Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
India[3] (cont'd)	1962	MF	200 815	[5]138 290	17 731	300	7 020	18 379	[5]...	8 635	4 879	5 581	-
		F	42 959	[5] 34 841	7 129	160	201	161	[5]...	33	399	35	-
Iran	1956	MF	2 047	346	128	8	388	-	343	73	656	105	-
		F	210	87	7	3	13	-	31	1	62	6	-
	1957	MF	1 936	500	130	11	356	-	163	130	612	34	-
		F	291	150	18	1	10	-	32	5	72	3	-
Japan	1957	MF	148 350	20 521	21 445	2 002	15 284	55 607	3 088	17 200	6 601	6 008	594
		F	36 037	8 780	8 977	1 154	350	14 240	430	92	1 841	89	84
	1960	MF	153 763	22 331	18 517	2 889	14 321	57 847	3 815	19 435	7 486	6 862	260
		F	37 729	9 890	7 285	1 764	369	15 733	449	87	2 013	139	-
	1964	MF	225 888	31 779	20 203	4 733	15 689	92 706	5 851	37 325	8 792	8 533	277
		F	69 172	19 648	11 180	3 280	586	30 550	732	258	2 628	310	-
Korea, Rep. of	[6]1957	MF	15 086	2 747	392	175	2 819	3 715	1 207	1 185	1 198	1 519	129
		F	1 293	348	148	90	39	68	145	8	439	8	-
	[6]1960	MF	16 837	3 429	212	284	2 988	4 397	1 246	1 030	1 775	1 371	105
		F	1 976	878	28	174	104	61	84	1	634	12	-
	1964	MF	44 454	7 130	3 803	1 542	4 201	11 851	3 150	5 940	3 299	3 538	-
		F	9 402	2 778	1 336	1 037	448	846	1 669	80	1 086	122	-
Malaysia[7]	1964	MF	3 121	[8] 253	2 479	-	-	[8]...	131	209	-	49	-
		F	962	[8] 85	844	-	-	[8]...	31	1	-	1	-
	1965	MF	2 796	[8] 342	2 047	-	-	[8]...	159	187	-	61	-
		F	[4] 174	[8] 129	...	-	-	[8]...	32	13	-	-	-

A 18. Education at the third level: Distribution of graduates by field of study, around 1950, 1955, 1960, 1965-1967 (continued)

Country	Year	Sex	Total	Number of graduates by field of study									
				Humanities	Education	Fine arts	Law	Social sciences	Natural sciences	Engineering	Medical sciences	Agriculture	Not specified
Pakistan[4]	1957	MF	9 686	4 828	646	...	603	685	1 755	412	382	375	-
	1960	MF	18 558	9 912	1 402	...	882	1 517	3 163	472	794	416	-
	1964	MF	35 656	[9]17 095	3 298	...	1 736	[9]4 743	6 724	617	1 138	305	-
		F	5 894	[9]3 295	794	...	12	[9]478	1 065	-	250	-	-
Philippines[10]	1957	MF	33 321	6 108	8 058	319	1 724	10 222	246	3 308	2 945	359	32
	1960	MF	42 191	3 890	11 579	347	2 017	13 178	451	4 253	5 655	789	32
	1964	MF	66 170	4 708	34 579	532	837	13 747	...	4 785	6 184	798	-
Singapore	1963	MF	1 743	236	750	9	29	158	301	148	112	-	-
		F	581	99	370	-	7	18	61	2	24	-	-
	1965	MF	2 763	403	1 193	5	76	272	401	234	175	3	-
		F	918	156	559	2	16	56	89	2	38	-	-
Thailand	1961	MF	4 669	207	1 096	171	551	954	422	311	570	387	-
	1965	MF	5 528	203	913	223	765	1 202	357	384	955	526	-
		F	2 194	168	376	34	401	456	135	8	492	124	-
Viet-Nam, Rep. of[4]	1957	MF	273	12	65	3	70	...	11	23	89	...	-
		F	59	-	22	-	11	...	2	1	23	...	-
	1960	MF	521	43	177	4	119	...	21	63	94	...	-
		F	112	7	53	-	14	...	6	1	31	...	-
	1965	MF	983	184	52	8	305	...	98	86	250	...	-
		F	220	36	6	-	70	...	16	-	92	...	-

Source: Unesco *Statistical Yearbook* 1967 (Paris, 1968); and official national publications.

Note. For the subjects included in the various fields of study, see note to table A 16.

1. Kabul University only
2. Universities only.
3. Not including Intermediate Colleges.
4. Not including data for the subjects indicated by three dots (...).
5. Natural sciences are included with Humanities.
6. Data refer to first degrees only.
7. Data refer to West Malaysia only.
8. Social sciences are included with Humanities.
9. Commerce and home economics and, business administration are shown in social sciences. Other social sciences are included with Humanities.
10. Not including public universities and equivalent-degree-granting institutions.

A 19. Education at the third level: Percentage distribution of graduates by broad fields of study, around 1950, 1955, 1960, 1965-1967

Country	Year	Sex	Total	Humanities, Education, Fine arts	Law, Social sciences	Natural sciences	Engineering, Medical sciences, Agriculture	Not specified
Afghanistan	[1]1956	MF	100	21.3	26.8	9.2	20.1	22.6
	1961	MF	100	23.0	29.7	11.3	36.0	-
		F	100	78.6	-	21.4	-	-
	1965	MF	100	23.4	35.8	6.1	34.7	-
		F	100	52.4	20.2	3.6	23.8	-
Burma	1964	MF	100	43.8	28.4	16.5	11.3	-
		F	100	46.7	28.3	19.0	6.0	-
Ceylon	[2]1957	MF	100	48.3	2.4	21.3	26.6	1.4
	[2]1960	MF	100	56.2	1.2	21.6	19.1	1.9
	1963	MF	100	69.2	12.8	7.8	9.2	1.0
China (Taiwan)	1957	MF	100	24.5	23.3	3.7	45.0	3.5
		F	100	44.2	25.8	4.5	25.5	-
	1960	MF	100	30.0	26.5	7.4	36.0	0.1
		F	100	49.2	28.8	6.5	15.5	-
	1965	MF	100	26.8	31.6	8.8	32.7	0.1
		F	100	34.7	45.5	6.8	13.0	-
	1966	MF	100	28.7	33.9	7.3	30.1	-
India[3]	1957	MF	100	[4]77.6	13.4	[4] ...	8.6	0.4
		F	100	[4]95.8	1.0	[4] ...	3.0	0.2
	1960	MF	100	[4]76.0	14.1	[4] ...	9.8	0.1
		F	100	[4]91.4	5.8	[4] ...	2.8	0.0
	1962	MF	100	[4]77.8	12.7	[4] ...	9.5	-
		F	100	98.1	0.8	[4] ...	1.1	-
Iran	1956	MF	100	23.5	19.0	16.8	40.9	-
		F	100	46.2	6.2	14.8	32.8	-
	1957	MF	100	33.1	18.4	8.4	40.1	-
		F	100	58.1	3.4	11.0	27.5	-
Japan	1957	MF	100	29.6	47.8	2.1	20.1	0.4
		F	100	52.5	40.5	1.2	5.6	0.2
	1960	MF	100	28.4	46.9	2.5	22.0	0.2
		F	100	50.2	42.7	1.2	5.9	-
	1964	MF	100	25.1	48.0	2.6	24.2	0.1
		F	100	49.3	45.0	1.1	4.6	-

A 19. Education at the third level: Percentage distribution of graduates by broad fields of study, around 1950, 1955, 1960, 1965-1967 (continued)

Country	Year	Sex	Total	Humanities, Education, Fine arts	Law, Social sciences	Natural sciences	Engineering, Medical sciences, Agriculture	Not specified
Korea, Rep. of	[5]1957	MF	100	22.0	43.3	8.0	25.9	0.8
		F	100	45.3	8.3	11.2	35.2	-
	[5]1960	MF	100	23.3	43.9	7.4	24.8	0.6
		F	100	54.6	8.4	4.3	32.7	-
	1964	MF	100	28.1	36.1	7.1	28.7	-
		F	100	54.7	13.8	17.8	13.7	-
Malaysia[6]	1964	MF	100	[7]87.5	[7] ...	4.2	8.3	-
		F	100	[7]96.6	[7] ...	3.2	0.2	-
	1965	MF	100	[7]85.4	[7] ...	5.7	8.9	-
		F	100	[7]74.1	[7] ...	18.4	7.5	-
Pakistan	1957	MF	100	56.5	13.3	18.1	12.1	-
	1960	MF	100	61.0	12.9	17.0	9.1	-
	1964	MF	100	57.2	18.2	18.8	5.8	-
		F	100	69.4	8.3	18.1	4.2	-
Philippines[8]	1957	MF	100	43.7	35.8	0.7	19.8	0.0
	1960	MF	100	37.5	36.0	1.0	25.4	0.1
	1964	MF	100	60.2	22.0	...	17.8	-
Singapore	1963	MF	100	57.1	10.7	17.3	14.9	-
		F	100	80.7	4.3	10.5	4.5	-
	1965	MF	100	57.9	12.6	14.5	15.0	-
		F	100	78.1	7.8	9.7	4.4	-
Thailand	1961	MF	100	31.6	32.2	9.0	27.2	-
	1965	MF	100	24.2	35.6	6.5	33.7	
		F	100	26.3	39.1	6.2	28.4	-
Viet-Nam, Rep. of	1957	MF	100	29.3	25.7	4.0	41.0	-
		F	100	37.3	18.6	3.4	40.7	-
	1960	MF	100	43.0	22.9	4.0	30.1	-
		F	100	53.6	12.5	5.3	28.6	-
	1965	MF	100	24.8	31.0	10.0	34.2	-
		F	100	19.1	31.8	7.3	41.8	-

Note. The percentage distribution of graduates by broad fields of study presented in this table is based on the data contained in table A 18.

1. Kabul University only.
2. Universities only.
3. Not including Intermediate Colleges.
4. Natural sciences are included with Humanities.
5. Data refer to first degrees only.
6. Data refer to West Malaysia only.
7. Social sciences are included with Humanities.
8. Not including public universities and equivalent degree-granting institutions.

A 20. Total number of teachers by level and type of education, 1950, 1955, 1960, 1965-1967

Country	1950	1955	1960	1965	1966	1967
Afghanistan						
1st level	[1] 2 538	3 408	[2] 4 254	6 686	...	...
2nd level (Total)	[1] 371	...	[2] 1 757	2 070	...	...
General	[1] 187	381	[2] 1 254	1 360	...	...
Vocat./Technical	[1] 147	269	[2] 503	710	...	...
Teacher training	[1] 37	...				
3rd level	...	51	234	648	...	...
Burma						
1st level	5 260	32 197	38 128	[4] 41 260	...	50 449
2nd level (Total)	...	...	9 329	[4] 10 685	...	15 867
General	1 523	6 118	9 137	[4] 10 458	...	15 321
Vocat./Technical	...	...	92	[4] 133	...	362
Teacher training	...	56	100	[4] 94	...	184
3rd level	244	[3] 547	890	2 104	...	2 253
Cambodia						
1st level[5]	3 257	8 510	14 624	16 401	17 595	18 811
2nd level (Total)	...	258	...	...	...	...
General	...	217	1 189	3 152	3 354	[5] 3 255
Vocat./Technical	...	41	180	411	620	...
Teacher training	...		[6] 75	...	...	...
3rd level	32	41	117	725	1 217	...
Ceylon						
1st level	38 434	49 822	72 294	[7] 93 789	...	...
2nd level (Total)	...	...	...	...	...	...
General	...	...	...	...	...	...
Vocat.Technical	...	...	...	...	...	...
Teacher training	...	211	325	[7] 409	...	...
3rd level	168	262	519	[7] 545	...	...
China (Taiwan)						
1st level	20 878	27 061	41 397	53 522	54 736	55 683
2nd level (Total)	6 623	10 200	16 712	26 378	28 317	30 859
General	3 777	6 298	11 288	19 941	21 596	23 706
Vocat. /Technical	2 430	3 426	4 929	6 212	6 548	7 065
Teacher training	416	476	495	225	173	88
3rd level	672	1 650	4 901	5 622	6 726	7 564

A 20. Total number of teachers by level and type of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	1950	1955	1960	1965	1966	1967
India						
1st level	537 918	691 249	741 695	995 329	972 008	1 005 846
2nd level (Total)	223 598	354 885	668 541	...	...	...
General	212 000	338 188	641 440	867 592	987 668	1 041 273
Vocat./Technical	6 800	10 324)	27 101	(...	...	...
Teacher training	4 798	6 373)		(...	...	...
3rd level	24 453	37 865	62 229	84 676	...	102 952
Indonesia						
1st level	89 825	146 344	230 838	[4]280 918	...	290 005
2nd level (Total)	[5] 7 634	35 780	53 380	[4] 76 498	...	99 255
General	3 364	19 776	35 209	[4] 46 872	...	64 576
Vocat./Technical	2 184	7 295	12 370	[4] 23 477	...	26 905
Teacher training	2 086	8 709	5 801	[4] 6 149	...	7 774
3rd level	...	2 775	...	...	...	...
Iran						
1st level	[1]22 204	32 801	42 541	55 434	...	89 028
2nd level (Total)	...	...	...	18 282	...	24 516
General	4 451	6 389	11 747	16 779	...	22 534
Vocat./Technical	...	...	...	1 274	...	1 620
Teacher training	...	...	...	229	...	362
3rd level	487	543	[6] 1 752	2 412	...	...
Japan						
1st level	305 520	342 748	362 689	347 326	349 707	353 496
2nd level (Total)	264 940	339 379	370 629	473 026	...	...
General)	264 940	(310 679	337 707	431 274	473 508	...
Vocat./Technical)		(28 700	32 922	41 752	...	...
Teacher training	-	-	-	-	-	-
3rd level	52 102	64 005	74 954	106 412	120 579	...
Korea, Rep. of						
1st level	47 248	47 378	61 749	79 164	84 927	89 277
2nd level (Total)	15 369	20 374	23 898	33 175	34 437	36 919
General	12 791	16 977	18 370	26 961	27 706	29 626
Vocat./Technical	2 269	3 017	5 133	6 214	6 731	7 293
Teacher training	309	380	395	-	-	-
3rd level	...	2 626	3 803	6 801	7 814	7 845
Laos						
1st level[5]	1 117	2 115	2 865	4 470	4 810	5 095
2nd level (Total)	...	...	171	622	770	828
General	...	...	143	230	276	335
Vocat./Technical	...	...	10	151	186	194
Teacher training	...	...	18	241	308	299
3rd level	...	...	6	18	47	58

A 20. Total number of teachers by level and type of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	1950	1955	1960	1965	1966	1967
Malaysia						
1st level	...	...	44 692	51 874	[8]44 942	52 806
2nd level (Total)	...	...	7 631	17 428	[8]17 024	[8]20 042
General	...	2 888	6 887	15 961	[8]15 341	[8]18 552
Vocat./Technical	...	...	285	343	[8]431	[8]348
Teacher training	...	...	459	1 124	[8]1 252	[8]1 142
3rd level[8]	...	31	449	[7]719	...	...
Mongolia						
1st level	...	...	[6]2 408	3 270	...	...
2nd level (Total)	...	...	...	...	...	...
General	...	...	...	2 451	...	...
Vocat./Technical	...	...	...	...	...	...
Teacher training	...	...	...	...	...	...
3rd level	...	...	[6]200	[7]485	...	...
Nepal						
1st level	...	[3]2 603	3 755	13 400	13 960	...
2nd level (Total)	...	...	1 963	...	...	...
General	...	...	1 900	3 280	3 500	...
Vocat./Technical	...	...	9	...	...	...
Teacher training	...	8	54	...	...	...
3rd level	...	86	292	600	730	...
Pakistan						
1st level	92 053	110 486	130 555	170 615	172 953	...
2nd level (Total)	...	...	...	90 926	96 708	...
General	45 470	50 312	58 753	88 896	94 511	...
Vocat./Technical	...	...	...	1 011	1 170	...
Teacher training	...	...	...	1 019	1 027	...
3rd level	...	...	...	11 654	12 764	...
Philippines						
1st level	80 114	92 058	117 136	[7]168 237	...	...
2nd level (Total)	...	20 248	24 849	[7]30 694	...	...
General	...	...	21 830	...	...	...
Vocat./Technical	1 305	...	3 019	...	...	...
Teacher training	-	-	-	-	-	-
3rd level	...	8 349	10 058	[7]22 855	...	...
Singapore						
1st level	[1]4 019	6 391	8 749	12 485	12 553	12 630
2nd level (Total)	...	1 080	2 124	4 699	5 694	6 386
General	...	1 048	2 057	4 011	5 083	5 461
Vocat./Technical	...	32	67	688	611	925
Teacher training	-	-	-	-	-	-
3rd level	...	[9]424	[6]674	1 230	1 301	1 334

A 20. Total number of teachers by level and type of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	1950	1955	1960	1965	1966	1967
Thailand						
1st level	[10]73 469	[10]86 445	[6]111 416	134 675	139 832	145 834
2nd level (Total)	...	12 778	...	...	...	...
General	[10] 6 270	[10]10 381	[6] 15 153	18 115	18 219	19 508
Vocat./Technical	1 663	2 173	4 679	5 448	5 670	5 796
Teacher training	...	224	1 683	[11] 1 836	[11] 1 936	[11] 2 098
3rd level	834	1 939	3 022	4 956	[12] 2 357	[12] 2 666
Viet-Nam, Rep. of						
1st level	7 042	11 956	24 335	29 657	30 347	...
2nd level (Total)	378	2 073	7 321	10 805	10 876	...
General	317	1 916	6 940	9 903	10 212	...
Vocat./Technical	44	94	244	848	597	...
Teacher training	17	63	137	54	67	...
3rd level	97	136	691	824	...	...

Note. In general, data in this table relate to both public and private schools, covering both full-time and part-time teachers but excluding other instructional personnel without teaching functions (e.g., certain principals, librarians, guidance personnel, etc.). This table does not cover special education; i.e., schools and classes organized for handicapped children; nor data referring to pre-school education, adult education, literacy classes and other education not classifiable by levels. The definitions of levels and types of education used in this table are given in the Introductory Note to the Statistical Tables at the beginning of this chapter. The chief sources of data presented are official publications from the countries concerned and the Unesco *Statistical Yearbook*.

[1] 1951.

[2] 1962.

[3] 1954.

[4] 1963.

[5] Public education only.

[6] 1961.

[7] 1964.

[8] West Malaysian only.

[9] 1957.

[10] 1st level: grades I-IV;
2nd level-general: grades V-XII

[11] Not including teachers in Demonstration Schools.

[12] Full time university teachers only.

A 21. Female teachers as percentage of the total number of teachers, by level and type of education, 1950, 1955, 1960, 1965-1967

Country	1950	1955	1960	1965	1966	1967
Afghanistan						
1st level	...	...	[1]14	16	...	...
2nd level (Total)	...	...	[1]23	20	...	...
General	...	...	[1]30	29	...	...
Vocat./Technical	...	...	[1]5	3	...	...
Teacher training	...	...			...	...
3rd level	...	...	[2]1	5	...	...
Burma						
1st level	...	46	...	[3]35	...	...
2nd level (Total)	...	...	...	...	...	...
General	45	53	...	[3]42	...	...
Vocat./Technical	...	...	...	...	...	...
Teacher training	...	[4]48	...	...	...	...
3rd level	21	[4]40	...	...	...	...
Cambodia						
1st level	6	8	10	...	13	...
2nd level (Total)	...	...	...	...	...	...
General	...	...	...	...	...	...
Vocat./Technical	...	...	...	...	...	...
Teacher training	...	...	...	...	...	...
3rd level	4	[4]6	...	...	...	...
Ceylon						
1st level	43	47	50	[5]52	...	...
2nd level (Total)	...	...	...	...	...	...
General	...	...	...	...	...	...
Vocat./Technical	...	...	...	...	...	...
Teacher training	...	30	27	28	...	...
3rd level	2	...	...	6	...	...
China (Taiwan)						
1st level	30	35	37	38	38	39
2nd level (Total)	16	18	20	24	25	26
General	19	19	22	24	25	26
Vocat./Technical	9	13	14	21	22	24
Teacher training	25	30	30	33	35	28
3rd level	7	13	15	18	20	20
India						
1st level	15	17	17	20	20	20
2nd level (Total)	16	15	22	...	...	...
General	16	17	23	23	25	25
Vocat./Technical	12	16	23	...	...	...
Teacher training	27	22	14	...	...	...
3rd level	9	10	13	15	...	...

A 21. Female teachers as percentage of the total number of teachers, by level and type of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	1950	1955	1960	1965	1966	1967
Indonesia						
1st level	...	...	[6]24	...	...	...
2nd level (Total)	...	...	...	...	...	...
General	...	...	...	...	...	...
Vocat./Technical	...	...	...	...	...	...
Teacher training	...	...	...	...	...	...
3rd level	...	...	...	...	...	...
Iran						
1st level	[7]35	32	34	34	...	...
2nd level (Total)	...	...	...	...	...	...
General	[7]17	19	18	23	...	...
Vocat./Technical	...	...	...	...	...	...
Teacher training	...	...	...	...	...	...
3rd level	[7] 1	...	[2] 9	10	...	...
Japan						
1st level	49	46	45	48	49	49
2nd level (Total)	22	22	21	22	22	23
General)	22	22	21	22	22	23
Vocat./Technical)						
3rd level	7	7	9	10	...	...
Korea, Rep. of						
1st level	...	17	22	26	26	26
2nd level (Total)	...	...	...	13	13	13
General	...	6	15	15	15	15
Vocat./Technical	...	2	...	5	4	5
Teacher training	5	...	8	.	.	.
3rd level	...	...	...	12	12	14
Laos						
1st level	...	...	...	21	22	...
2nd level (Total)	...	...	...	...	...	...
General	...	...	...	...	...	...
Vocat./Technical	...	...	...	7	7	...
Teacher training	...	...	...	23	26	...
3rd level	...	...	...	17	...	...
Malaysia						
1st level	...	30	33	[5]34	...	...
2nd level (Total)	...	...	...	...	...	...
General	...	*28	26	[5]35	...	...
Vocat./Technical	...	...	...	[5]28	...	...
Teacher training	...	...	...	...	...	...
3rd level	...	[4] 3	16	[5]14	...	...
Mongolia	...	...	...	...	...	...

A 21. Female teachers as percentage of the total number of teachers, by level and type of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	1950	1955	1960	1965	1966	1967
Nepal						
1st level	...	[4]1	9	4	4	...
2nd level (Total)	...	...	...	...	...	...
General	...	...	...	7	6	...
Vocat./Technical	...	...	...	...	...	...
Teacher training	...	...	...	...	...	...
3rd level	...	[4]2	...	10	8	...
Pakistan						
1st level	5	7	9	12	12	...
2nd level (Total)	...	...	...	16	17	...
General	8	10	12	16	17	...
Vocat./Technical	...	...	...	21	18	...
Teacher training	...	...	19	18	18	...
3rd level	...	...	[1]14	16	16	...
Philippines						
1st level	...	70	74	[5]74	...	...
2nd level (Total)	...	55	63	...	...	...
General	...	...	66	[5]67	...	...
Vocat./Technical	...	...	36	46	...	...
3rd level	...	[8]42	45	[3]43	...	...
Singapore						
1st level	...	47	51	58	60	61
2nd level (Total)	...	36	33	36	38	39
General	...	38	33	34	39	38
Vocat./Technical	...	-	37	46	28	52
3rd level	...	[8]25	[2]15	13	12	12
Thailand						
1st level	...	...	31	[5]39	...	...
2nd level (Total)	...	...	39	48	...	...
General	...	...	40	45	...	...
Vocat./Technical	...	...	36	58	...	...
Teacher training	...	...	42	54	...	...
3rd level	...	...	34	32	...	...
Viet-Nam, Rep. of						
1st level	25	[9]37	36	[5]42	...	...
2nd level (Total)	12	...	16	18	...	...
General	14	[9]16	16	18	...	...
Vocat./Technical	-	-	2	14	14	...
Teacher training	-	[9]13	15	19	18	...
3rd level	4	[9]8	5	11	...	...

[1] 1962.
[2] 1961.
[3] 1963.
[4] 1954.
[5] 1964.
[6] 1959.
[7] 1951.
[8] 1957.
[9] 1956.

A 22. Percentage distribution of total teaching staff by level of education, 1950, 1955, 1960, 1965-1967

Country	Year	Total teachers, all levels	First level	Second level	Third level
Afghanistan	1962	100	66.2	27.3	6.5
	1965	100	71.1	22.0	6.9
Burma	1960	100	78.9	19.3	1.8
	1967	100	73.6	23.1	3.3
Cambodia	1955	100	96.6	2.9	0.5
	1961	100	91.5	7.5	1.0
	1964	100	83.5	14.4	2.1
Ceylon			...	...	...
China (Taiwan)	1950	100	74.1	23.5	2.4
	1955	100	69.5	26.2	4.3
	1960	100	65.7	26.5	7.8
	1965	100	62.6	30.8	6.6
	1966	100	61.0	31.6	7.4
	1967	100	62.1	34.4	3.5
India	1950	100	68.4	28.4	3.2
	1955	100	63.8	32.7	3.5
	1960	100	50.4	45.4	4.2
	1963	100	47.4	48.1	4.5
Indonesia	1955	100	79.1	19.4	1.5
	1961	100	80.0	18.7	1.3
Iran	1963	100	75.5	22.2	2.3
	1965	100	72.8	24.0	3.2
Japan	1950	100	49.1	42.6	8.3
	1955	100	45.9	45.5	8.6
	1960	100	44.9	45.9	9.2
	1965	100	37.5	51.0	11.5
Korea, Rep. of	1955	100	67.3	28.9	3.8
	1960	100	69.0	26.7	4.3
	1965	100	66.4	27.8	5.8
	1966	100	66.8	27.1	6.1
	1967	100	66.6	27.5	5.9

A 22. Percentage distribution of total teaching staff by level of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	Year	Total teachers, all levels	First level	Second level	Third level
Laos	1960	100	94.2	5.6	0.2
	1965	100	87.5	12.2	0.3
	1966	100	85.5	13.7	0.8
	1967	100	85.2	13.8	1.0
Malaysia	1960	100	84.7	14.5	0.8
	1961	100	84.5	14.9	0.6
Mongolia			...	...	...
Nepal	1960	100	62.5	32.7	4.8
	1961	100	53.6	40.3	6.1
Pakistan	1965	100	62.5	33.3	4.2
	1966	100	61.2	34.2	4.6
Philippines	1956	100	76.1	16.3	7.6
	1960	100	77.0	16.3	6.7
	1962	100	77.5	15.1	7.4
Singapore	1957	100	80.1	15.5	4.4
	1961	100	75.8	18.9	5.3
	1965	100	67.8	25.5	6.7
	1966	100	64.2	29.1	6.7
	1967	100	62.1	31.4	6.5
Thailand	1960	100	85.0	12.7	2.3
	1963	100	81.9	15.3	2.8
Viet-Nam, Rep. of	1950	100	93.7	5.0	1.3
	1955	100	84.4	14.6	1.0
	1960	100	75.2	22.6	2.2
	1965	100	71.8	26.2	2.0

A 23. Pupil-teacher ratios at the first and second levels of education, 1950, 1955, 1960, 1965-1967

Country	Year	Average number of pupils per teacher	
		First level	Second level
Afghanistan	1950	36	16
	1955	33	*13
	1962	56	14
	1965	54	22
Burma	1955	36	*29
	1960	42	29
	1963	44	32
	1967	55	37
Cambodia	1950	56	...
	1955	43	36
	1960	38	37
	1965	49	[1]29
	1966	48	...
	1967	50	*30
Ceylon	1950	29	...
	1955	26	...
	1960	23	...
	1964	29	...
China (Taiwan)	1950	43	18
	1955	46	21
	1960	46	21
	1965	42	25
	1966	42	25
	1967	42	25
India	1950	36	20
	1955	36	18
	1960	46	16
	1965	50	*18
	1966	53	*17
	1967	52	*17
Indonesia	1950	59	35
	1955	49	16
	1960	39	[2]15
	1963	41	17
	1966	42	...
	1967	45	*26

A 23. Pupil-teacher ratios at the first and second levels of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	Year	Average number of pupils per teacher	
		First level	Second level
Iran	1950	29	*19
	1955	25	*23
	1960	34	*24
	1965	39	28
	1967	32	28
Japan	1950	37	27
	1955	36	25
	1960	35	25
	1965	28	23
	1966	27	...
	1967	27	...
Korea, Rep. of	1950	56	28
	1955	62	37
	1960	59	37
	1965	62	36
	1966	61	37
	1967	60	37
Laos	1960	35	21
	1965	36	10
	1966	37	9
	1967	35	10
Malaysia	1960	28	24
	1965	28	23
Mongolia	1960	32	...
	1965	32	*21
Nepal	1954	23	...
	1961	...	13
	1964	28	17
	1965	29	...
	1966	28	...
Pakistan	1950	33	...
	1955	36	...
	1960	39	...
	1965	40	27
	1966	41	28

A 23. Pupil-teacher ratios at the first and second levels of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	Year	Average number of pupils per teacher	
		First level	Second level
Philippines	1950	51	...
	1955	38	29
	1960	36	28
	1963	34	34
Singapore	1950	32	...
	1955	28	26
	1960	33	28
	1965	29	25
	1966	30	24
Thailand	1960	36	20
	1963	36	17
	1965	34	*17
	1966	34	*18
	1967	34	*18
Viet-Nam, Rep. of	1950	57	...
	1955	50	27
	1960	52	29
	1965	56	35
	1966	58	39

1. 1964. *2.* 1961.

A 24. Number of schools at the first and second levels of education, 1950, 1955, 1960, 1965-1967

Country	1950	1955	1960	1965	1966	1967
Afghanistan						
1st level	308	688	1 151	1 878	2 013	2 512
2nd level (Total)	...	...	...	...	...	...
General	41	44	59	152	206	248
Vocat./Technical	19	24	28	56	58	56
Teacher training	...	...	...	...	...	...
Burma[1]						
1st level	2 465	10 046	12 617	[2] 13 721	...	14 267
2nd level (Total)	...	...	931	[3] 1 009	...	1 425
General	...	...	913	[3] 990	...	1 397
Vocat./Technical	...	...	12	[3] 13	...	18
Teacher training	...	...	6	[3] 6	...	10
Cambodia						
1st level	1 925	3 040	[4] 3 720	[2] 4 018	4 062	4 150
2nd level (Total)	...	...	[4] 178	...	...	...
General	...	...	[4] 165	[2] 184	...	...
Vocat./Technical	...	...	[4] 11	...	...	...
Teacher training	...	...	[4] 2	...	...	...
Ceylon						
1st level[5]	6 319	6 819	8 223	9 258	...	...
2nd level (Total)	...	...	...	...	...	...
General	...	...	...	...	...	...
Vocat./Technical	...	...	...	...	...	...
Teacher training	...	...	...	...	...	...
China (Taiwan)						
1st level	1 231	1 446	1 843	2 143	2 175	2 208
2nd level (Total)	213	250	363	551	566	600
General	128	146	244	414	431	458
Vocat./Technical	77	95	109	130	128	136
Teacher training	8	9	10	7	7	6
India						
1st level	209 671	278 135	331 674	389 790	392 915	396 121
2nd level (Total)	23 223	35 642	71 064	...	...	...
General	20 884	32 568	66 919	97 947	103 492	108 929
Vocat./Technical	1 557	2 144	3 007	...	...	...
Teacher training	782	930	1 138	1 588	1 647	...
Indonesia						
1st level	26 670	33 356	37 673	[3] 47 733	53 233	55 703
2nd level (Total)	[1] 949	...	6 893	[3] 6 595	...	8 810
General	[1] 265	2 668	5 359	[3] 4 589	...	5 900
Vocat./Technical	[1] 218	...	987	[3] 1 610	...	2 185
Teacher training	[1] 466	...	547	[3] 396	...	725

A 24. Number of schools at the first and second levels of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	1950	1955	1960	1965	1966	1967
Iran						
1st level	[6]5 400	6 736	9 809	15 135	...	22 377
2nd level (Total)	...	...	1 320	1 715	...	2 098
General	308	731	1 183	1 554	...	1 867
Vocat./Technical	...	...	83	109	...	138
Teacher training	...	...	54	52	...	93
Japan						
1st level	...	22 225	22 701	22 676	22 598	...
2nd level (Total)	...	15 998	15 759	15 663	15 509	...
General)	...	15 998	15 759	15 663	15 509	...
Vocat./Technical)						
Teacher training	-	-	-	-	-	-
Korea, Rep. of						
1st level	3 942	4 205	4 496	5 125	5 274	5 418
2nd level (Total)	674	1 751	1 859	2 060	2 128	2 237
General	503	1 484	1 410	1 597	1 659	1 727
Vocat./Technical	154	249	431	463	469	510
Teacher training	17	18	18	-	-	-
Laos						
1st level	[7] 709	[1]1 021	1 573	2 702	2 851	[1]2 874
2nd level (Total)	...	[1] 9	[1] 9	20	23	25
General	...	[1] 6	[1] 6	11	14	16
Vocat./Technical	...	[1] 2	[1] 2	3	3	3
Teacher training	...	[1] 1	[1] 1	1	6	6
Malaysia						
1st level	...	5 547	6 222	6 397	6 450	6 461
2nd level (Total)	...	457	682	[8]1 066	[8]1 034	[8] 980
General	193	321	603	[8] 967	[8] 932	[8] 890
Vocat./Technical	...	72	58	[8] 55	[8] 59	[8] 41
Teacher training	...	64	21	[8] 44	[8] 43	[8] 49
Mongolia						
1st level	...	...	...	[3] 294	...	...
2nd level (Total)	...	...	...	...	...	...
General	...	...	...	...	...	...
Vocat./Technical	...	...	15	18	...	...
Teacher training	...	...	...	...	...	...
Nepal						
1st level	...	[9]1 237	2 664	5 694	6 319	...
2nd level (Total)	...	...	[4] 572	...	...	...
General	...	...	[4] 553	671	741	...
Vocat./Technical	...	...	[4] 4	17	...	...
Teacher training	...	...	[4] 15	...	...	...

A 24. Number of schools at the first and second levels of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	1950	1955	1960	1965	1966	1967
Pakistan						
1st level	37 258	42 013	47 574	60 972	61 496	...
2nd level (Total)	6 751	5 890	6 330	8 816	9 228	...
General	6 486	5 670	6 110	8 551	8 953	...
Vocat./Technical	140	132	130	151	160	...
Teacher training	125	88	90	114	115	...
Philippines						
1st level	21 318	26 395	30 825	[2] 35 064	...	...
2nd level (Total)	1 391	1 620	1 820	...	...	...
General	1 289	...	...	...	...	...
Vocat./Technical	102	...	...	...	...	...
Teacher training	-	-	-	-	-	-
Singapore						
1st level	[6] 490	528	472	478	476	463
2nd level (Total)	...	67	94	117	125	132
General	...	65	89	98	103	110
Vocat./Technical	...	2	5	19	22	22
Teacher training	-	-	-	-	-	-
Thailand						
1st level	19 350	20 995	[4] 24 812	25 965	26 209	26 661
2nd level (Total)	910	1 248	...	...	...	...
General	724	1 051	[4] 1 309	1 496	1 508	1 530
Vocat./Technical	186	195	[4] 196	196	188	172
Teacher training	-	2	27	[10] 30	...	...
Viet-Nam, Rep. of						
1st level	2 447	3 144	6 111	5 596	6 149	6 932
2nd level	80	143	440	...	...	...
General	73	133	418	596	621	627
Vocat./Technical	5	7	12	[2] 24	...	...
Teacher training	2	3	10	[2] 5	...	...

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[1] Public education only.

[2] 1964.

[3] 1963.

[4] 1961.

[5] Including general and vocational education at the second level.

[6] 1951.

[7] 1949.

[8] West Malaysia only.

[9] 1954.

[10] 1962.

A 25. Number of institutions at the third level of education, 1950, 1955, 1960, 1965-1967

Country	Type of institution (according to national classifications)	1950	1955	1960	1965	1966	1967
Afghanistan	All institutions	1	1	1	1	1	...
	Universities	1	1	1	1	1	...
	Faculties	(5)	(6)	(11)	[1](14)	[1](14)	...
Burma	All institutions	1	[2]3	6	[3]8	...	...
	Universities	1	1	2	2	...	...
	Technical Institutes	-	-	2	2	...	...
	Teacher Training Colleges	-	2	2	2	...	...
	Other	-	-	-	2	...	...
Cambodia	All institutions	2	4	4	5	5	...
	Universities	-	-	1	1	1	...
	Faculties	-	-	(5)	(7)	(7)	...
	Independent Faculties and Institutions	2	4	3	4	4	...
Ceylon	All institutions	3	3	5	[3]5	...	...
	Universities	1	1	3	3	...	...
	Technical Colleges	1	1	1	1	...	...
	Law College	1	1	1	1	...	...
China (Taiwan)	All institutions	7	16	29	64	78	...
	Universities	...	4	7	10	10	9
	Colleges	...	6	8	11	11	13
	Junior Colleges	...	5	12	35	48	57
	Teacher Training Colleges	...	1	2	8	9	...
India	All institutions	843	1 236	2 185	...	...	...
	Universities	27	32	45	62	64	70
	Research Institutes	18	34	41)	1 687	[4]2 572	2 039
	Arts and Sciences Colleges	498	712	1 039)			
	Colleges of Engineering and Technology	33	47	78	...	...	...
	Colleges for Professional Education	122	192	296	...	...	...
	Teacher Training Colleges	53	107	478	203	...	645
	Other	92	112	208	...	...	...

A 25. Number of institutions at the third level of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	Type of institution (according to national classifications)	1950	1955	1960	1965	1966	1967
Indonesia	All institutions	...	...	[5]174	[3]281	...	...
	Universities	2	3	14	[6]31	...	...
	Faculties or major departments	(14)	(36)	(101)	(187)	(256)	...
	Academies	...	...	46	71	...	...
	Private Institutions	...	...	114	179	...	...
	Major departments, schools and institutions	...	...	(240)	(386)	...	...
Iran	All institutions	...	...	[5]9	...	...	...
	Universities	...	5	7	7	...	...
	Technical Colleges	...	...	1	...	...	...
	Teacher Training Colleges	...	...	1	...	...	...
Japan	All institutions	350	494	525	740	813	...
	Universities	...	...	245	317	346	...
	Junior Colleges	...	...	280	369	413	...
	Technical Colleges	-	-	-	54	54	...
Korea, Rep. of	All institutions	...	77	86	199	203	189
	Universities	...	15	18)	[7]107	[7]112	[7]117
	Colleges	...	29	33)			
	Junior Colleges	...	7	7	48	45	42
	College of Education	...	5	8	...	...	...
	Teacher Colleges	...	-	-	13	14	14
	Other	...	21	22	31	32	16
Laos	All institutions	...	...	3	[8]4	...	...
	Institutes or Higher Schools	...	...	3	3	...	...
	Other	...	...	-	1	...	...
Malaysia[9]	All institutions	...	[2]4	10	[10]25	...	...
	Universities	...	1	1	...	...	...
	Technical Colleges	...	2	2	...	...	...
	Teacher Training Colleges	...	1	7	...	...	...

A 25. Number of institutions at the third level of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	Type of institution (according to national classifications)	1950	1955	1960	1965	1966	1967
Mongolia	All institutions	[11]4	4	7	[3]8	...	...
	Universities	1	1	1	1	...	...
	Institutes	1	1	3	4	...	...
	Other	2	2	3	3	...	...
Nepal	All institutions	...	[2]14	[5]29	34	...	...
Pakistan	All institutions	[12]209	199	277	323	345	...
	Universities	5	6	6	10	12	...
	Arts and Sciences Colleges)	193	153	212	223	240	...
	Medical Colleges)		30	13	18	18	...
	Engineering Colleges)			5	5	5	...
	Professional Colleges)			29	51	54	...
	Teacher Training Colleges	11	10	12	14	14	...
	Other	-	-	-	2	2	...
Philippines	All institutions	...	387	393	[8]454	...	...
	State Universities and Colleges	...	7	8	9	...	...
	Collegiate Public Schools	...	29	46	46	...	...
	Private Universities and Colleges	...	351	339	399	...	...
Singapore	All institutions	2	2	4	5	5	...
	Universities	1	1	2	2	2	...
	Polytechnic	-	-	1	2	2	...
	Teacher Training Colleges	1	1	1	1	1	...

A 25. Number of institutions at the third level of education, 1950, 1955, 1960, 1965-1967 (continued)

Country	Type of institution (according to national classifications)	1950	1955	1960	1965	1966	1967
Thailand	All institutions	38	40	28	[3] 36	...	...
	Universities	5	5	5	7	7	9
	College of Education	-	1	1	1	1	1
	Technical Institute	-	1	1	...	...	...
	Technical Schools	-	-	5	...	...	...
	Teacher Training Colleges	33	33	16	...	...	...
Viet-Nam, Rep. of	All institutions	...	3	6	[3] 8	...	...
	Universities	1	1	3	3	...	...
	Faculties	(6)	(6)	(14)	(16)	...	...
	Technical Schools	...	2	3	5	...	...

1. Including two Faculties of Medicine.

2. 1954.

3. 1963.

4. Including Teacher Training Colleges.

5. 1961.

6. Including four French institutes of the National Institute of Higher Teacher Training.

7. Including Colleges of Education.

8. 1962.

9. West Malaysia only.

10. 1964.

11. 1952.

12. 1951.

A 26.1 Estimates of total national income and gross domestic product

(Thousand millions of national currency units)

A. National Income B. Gross domestic product at market prices

Country	Currency	Code	1960	1965	1966	1967
Burma	Kyat	A	5.9	[1]6.5	...	...
		B	7.1	[1]7.7	...	...
Cambodia	Riel	A	[2]19.1	[1]23.2	...	...
		B	[2]23.1	[1]27.5	...	...
Ceylon	Rupee	A	5.9	7.0	7.2	...
		B	6.7	7.9	8.2	...
China (Taiwan)	N.T. dollar	A	50.8	91.9	102.0	114.6
		B	62.6	113.4	125.8	142.0
India	Rupee	A	134.5	210.6	242.0	...
		[3]B	144.0	231.0	...	...
Indonesia	Rupiah	A	281.0	...	...	...
		[4]B	395.0	23 586.0	304 668.0	...
Iran	Rial	A	269.0	406.0	432.0	484.0
		B	334.0	504.0	543.0	611.0
Japan	Yen	A	12 536.0	24 485.0	28 160.0	33 144.0
		B	15 324.0	30 602.0	35 191.0	41 746.0

A 26.1 Estimates of total national income and gross domestic product (continued)

(Thousand millions of national currency units)

A. National Income B. Gross domestic product at market prices

Country	Currency	Code	1960	1965	1966	1967
Korea, Rep. of	Won	A	216.0	713.1	902.0	1 073.0
		B	245.0	798.0	1 019.0	1 223.0
Laos	Kip	[5]B	...	[1]57.9	...	...
Malaysia[6]	Malayan dollar	A	4.7	6.2	6.5	...
		B	6.1	7.9	[5]8.1	...
Nepal	Rupee	B	...	6.1	7.1	7.7
Pakistan	Rupee	A	32.4	46.3	54.1	...
		[7]B	34.8	49.7	58.2	...
Philippines	Peso	A	[8]10.6	17.1	18.8	20.4
		B	[8]12.4	21.0	23.4	24.7
Singapore	Singapore dollar	[5]B	2.1	3.2	...	...
Thailand	Baht	A	48.9	68.0	80.8	86.4
		B	54.5	81.5	96.2	105.2

A 26.1 Estimates of total national income and gross domestic product (continued)
(Thousand millions of national currency units)

A. National Income B. Gross domestic product at market prices

Country	Currency	Code	1960	1965	1966	1967
Viet-Nam, Rep. of	Piastre	A	68.7	125.8	...	...
		B	82.6	142.2	...	...

Source: United Nations *Yearbook of National Accounts Statistics*, 1967.
United Nations *Statistical Yearbook*, 1967.
United Nations *Monthly Bulletin of Statistics*, September, 1968.
United Nations *Economic Survey of Asia and the Far East*, 1967.

Note The sources indicated should be consulted for more detailed data and a description of the series presented in this table.

1. 1964.
2. 1961.
3. Net national product at market prices.
4. Net domestic product at factor cost.
5. Gross national product at market prices.
6. West Malaysia only.
7. Gross domestic product and factor cost.
8. Data not strictly comparable with those for subsequent years.

A 26.2 Per capita national income and gross domestic product
(in U.S. dollars)

A. Per capita national income B. Per capita gross domestic product at factor cost

Country	Code	1958	1963	1965	1966
Afghanistan	A	54	52	...	...
	B	57	55	...	...
Burma	A	53	61	...	...
	B	57	66	...	...
Cambodia	A	70	104	112	...
	B	75	110	120	...
Ceylon	A	[1]118	129	131	132
	B	[1]125	136	138	140
China (Taiwan)	A	100	151	185	199
	B	108	163	200	215
India	A	[1] 64	80	91	77
	B	[1] 69	85	97	81
Indonesia	A	77	87	...	...
	B	80	90	...	...
Iran	A	[1]143	180	207	...
	B	[1]168	212	242	...
Japan	A	284	559	694	791
	B	314	631	803	919
Korea, Rep. of	A	122	128	102	117
	B	128	135	107	123
Laos	A	59	95	...	...
	B	62	102	...	...
Malaysia:-					
Sabah	A	181	178	219	237
	B	226	210	250	273
Sarawak	A	165	169	193	[illegible]
	B	175	179	205	
West Malaysia	A	198	232	253	
	B	217	253	280	
Nepal	A	47	54	65	[illegible]
	B	50	56	68	[illegible]
Pakistan	A	62	82	95	...
	B	66	88	101	120

A 26.2 Per capita national income and gross domestic product (continued)
(in U.S. dollars)

A. Per capita national income B. Per capita gross domestic product at factor cost

Country	Code	1958	1963	1965	1966
Philippines	A	[1]187	211	221	231
	B	[1]198	239	246	259
Singapore	A	418	487	508	529
	B	435	505	529	549
Thailand	A	80	98	109	120
	B	80	115	128	141
Viet-Nam, Rep. of	A	91	82	117	...
	B	97	87	119	...

Sources: United Nations *Yearbook of National Accounts Statistics*, 1967.
United Nations *Statistical Yearbook*, 1967.

Note. The sources indicated should be consulted for more detailed data and a description of the series presented in this table.

[1] Data not strictly comparable with those for subsequent years.

A 27. Total public expenditure on education, 1950, 1955, 1960, 1965-1967
(at current market prices)

Country	Year	Currency	Exchange rates (U.S. dollar)[1]	Public expenditure on education: Recurring expenditure (thousands)	Teacher's salaries in % of recurring expenditure	Capital expenditure (thousands)	Total (thousands)	Total as % of national income[2]
Afghanistan	[3]1950	Afghani	0.0595	...	...	...	56 600	...
	[3]1954		0.0595	87 000	...	4 000	91 000	...
	1959		0.0233(A)	159 000	...	48 000	207 000	*0.7
	[3]1963		0.0222(B)	300 748	64.6	85 230	385 986	*1.1
	1965		0.0222(B)	423 502	*54.0	129 089	552 591	...
	1966		0.0222(B)	515 780	...	192 691	708 471	...
Burma	1950	Kyat	0.210	...	...	...	*29 300	*1.1
	[3]1954		0.210	...	...	...	*97 000	*2.5
	1960		0.210	110 564	89.2	1 208	111 772	1.9
	1965		0.210	199 500	*82.0	18 700	218 200	3.4
Cambodia[3]	1950	Piastre	0.0486	...	...	...	66 700	...
	1954	Riel	0.0286	...	...	...	224 836	[4]1.7
	1960		0.0286	682 365	91.3	81 000	763 151	*3.6
	1965		0.0286	1 071 120	87.7	58 510	1 129 630	*4.5
	1966		0.0286	1 264 377	97.3	79 587	1 343 965	5.1
	1967		0.0286	...	...	...	1 445 953	...
Ceylon[5]	1950	Rupee	0.210	102 300	...	8 700	111 000	3.0
	1955		0.210	161 000	...	20 700	181 700	2.8
	1960		0.210	274 000	*86.0	33 400	307 400	5.2
	[6]1965		0.210	307 349	88.2	15 823	323 172	4.7
	[6]1966		0.210	334 673	84.5	21 715	356 388	4.9
China (Taiwan)	1950	New Taiwan	0.0971(C)	156 316	...	-	156 316	2.6
	1954	Dollar	0.0971(C)	568 638	...	11 466	580 104	3.1
	1960		0.0249(C)	...	...	...	1 264 918	2.5
	1965		0.0249(C)	2 678 978	67.5	451 408	3 130 386	3.4
	1966		0.0249(C)	2 980 987	67.3	632 863	3 615 850	3.5
	1967		0.0249(C)	...	...	...	4 448 047	3.9

A 27. Total public expenditure on education, 1950, 1955, 1960, 1965-1967 (at current market prices) (continued)

Country	Year	Currency	Exchange rates (U.S. dollar)[1]	Public expenditure on education				
				Recurring expenditure (thousands)	Teacher's salaries in % of recurring expenditure	Capital expenditure (thousands)	Total (thousands)	Total as % of national income[2]
India	1950	Rupee	0.210	...	...	...	777 700	0.8
	1955		0.210	[7](1 488 060)	[7]68.3	[7](408 540)	1 335 600	1.3
	1960		0.210	[7](2 954 000)	[7]61.1	[7](462 230)	2 565 800	1.9
	1964		0.210	[7](4 722 000)	[7]65.6	[7](606 900)	...	...
	1965		0.210	...	...	...	4 360 000	*2.1
Indonesia[3]	1952	Rupiah	0.2625(D)	600 500	...	312 000	912 500	1.[illegible]
	1960		0.0222(D)	...	...	...	2 604 000	[8]0.7
Iran	1950	Rial	0.0310	...	...	...	2 500 000	...
	1960		0.0132	...	...	...	7 333 937	2.6
	1965		0.0132	11 948 206	*81.0	1 216 794	13 165 000	3.2
Japan	1950	Yen	0.00277	122 766 000	...	39 274 000	162 040 000	4.8
	1954		0.00277	296 545 000	...	69 651 000	366 196 000	6.1
	1960		0.00277	500 671 955	56.3	133 044 251	633 716 206	5.1
	1965		0.00277	1 074 333 769	57.3	338 415 809	1 412 749 578	5.8
	1966		0.00277	1 209 730 604	55.9	397 730 340	1 607 460 944	5.7
Korea, Rep. of	1954	Won	0.0556	...	...	...	6 029 240	10.0
	[7]1959		0.0200	8 495 556	68.7	2 404 762	10 900 318	5.6
	[7]1965		0.00392	19 852 924	70.7	3 891 764	23 744 688	3.3
	1966		0.00392	19 089 648	...	6 465 453	25 555 101	2.8
	*1967		0.00392	23 848 987	...	7 405 538	31 254 525	2.9
Laos[5]	1950	Piastre	0.0486	17 949	...	-	17 949	...
	1954	Kip	0.0286	81 800	81.0	17 000	98 800	...
	1960		0.0125	186 000	...	56 000	242 000	...
	1965		0.0042	1 163 305	67.4	...	...	...
	1966		0.0042	1 359 552	71.3	...	...	...

A 27. Total public expenditure on education, 1950, 1955, 1960, 1965-1967 (at current market prices) (continued)

Country	Year	Currency	Exchange rates (U.S. dollar)[1]	Public expenditure on education: Recurring expenditure (thousands)	Teacher's salaries in % of recurring expenditure	Capital expenditure (thousands)	Total (thousands)	Total as % of national income[2]
Malaysia								
Sabah	1951	Malayan dollar	0.326(C)	...	...	...	1 282	...
	1954		0.326(C)	...	...	...	2 434	...
	1960		0.326(C)	6 346	88.9	3 253	9 599	...
	1965		0.326(C)	17 545	68.0	5 624	23 169	...
	1966		0.326(C)	19 166	78.4	4 191	23 357	...
Sarawak	1951	Malayan dollar	0.326(C)	...	...	...	1 133	...
	1955		0.326(C)	5 311	...	806	6 117	...
	1961		0.326(C)	12 266	82.3	3 432	15 698	...
	1965		0.326(C)	20 817	62.1	5 870	26 687	...
	1966		0.326(C)	22 512	...	7 835	30 347	...
West Malaysia	1950	Malayan dollar	0.326(C)	31 692	...	2 486	34 178	...
	1954		0.326(C)	80 305	...	11 929	92 234	...
	1961		0.326(C)	205 270	74.0	27 310	232 580	4.8
	[3]1965		0.326(C)	253 918	85.0	55 578	309 496	5.0
	[3]1966		0.326(C)	293 861	85.3	34 925	328 786	5.1
Mongolia	1960	Tugrik	0.25(E)	131 605	...	11 383	143 078	...
	1964			234 969	...	34 748	269 717	...
Nepal	1953	Rupee	0.18	...	...	...	3 656	...
	[5]1961		0.1312	15 300	...	...	...	...
	[5]1965		0.1312	20 900	...	15 300	36 200	*0.7
Pakistan	1950	Rupee	0.301	...	...	...	66 000	*0.4
	1955		0.3022	...	...	...	160 000	*0.5
	1960		0.210	281 853	...	28 858	310 711	1.0
	1965		0.210	455 523	...	328 554	784 078	1.7
	1966		0.210	475 669	...	266 572	742 241	1.4
	1967		0.210	...	...	...	884 500	...

A 27. Total public expenditure on education, 1950, 1955, 1960, 1965-1967 (at current market prices) (continued)

Country	Year	Currency	Exchange rates (U.S. dollar)[1]	Public expenditure on education				
				Recurring expenditure (thousands)	Teacher's salaries in % of recurring expenditure	Capital expenditure (thousands)	Total (thousands)	Total as % of national income[2]
Philippines	1950	Peso	0.50(C)	...	...	...	140 230	2.4
	[6]1954		0.50(C)	...	...	...	182 156	2.5
	[9]1960		0.50(C)	298 077	90.2	18 057	316 134	3.0
	[3,10]1965		0.255(C)	550 233	94.7	6 715	556 948	3.3
	[3,10]1966		0.255(C)	644 262	93.8	6 522	650 784	3.5
Singapore	1950	Singapore dollar	0.326(C)	8 117	...	3 100	11 217	...
	1955		0.326(C)	...	...	...	41 000	...
	1960		0.326(C)	57 000	*84.0	4 303	61 403	[4]2.9
	1965		0.326(C)	112 805	83.3	17 406	130 211	*4.5
	1966		0.326(C)	124 076	81.2	18 304	142 380	*4.6
	1967		0.326(C)	141 000	...	24 000	165 000	...
Thailand	[3]1950	Baht	0.0797(C)	...	...	...	147 000	0.6
	1954		0.0797(C)	816 000	...	11 000	827 000	2.9
	[5]1959		0.0472(C)	1 129 875	79.4	104 124	1 233 999	2.8
	[5]1965		0.0480(C)	2 069 770	78.4	420 185	2 489 955	3.7
	[5]1966		0.0482(C)	2 184 003	78.8	568 366	2 752 369	3.4
Viet-Nam, Rep. of	1951	Piastre	0.0286(F)	225 807	...	-	225 807	...
	1954		0.0286(F)	326 001	...	-	326 001	...
	[3]1960		0.0286(F)	796 000	...	50 000	846 000	1.2
	1965		0.0166(F)	2 654 531	82.0	142 378	2 796 909	2.2
	1966		0.0085(F)	2 664 405	87.0	101 179	2 782 984	...

A 27. Total public expenditure on education, 1950, 1955, 1960, 1965-1967 (at current market prices) (continued)

Source: Unesco *Statistical Yearbook* (draft tables for 1968 edition) and official publications.

1. The exchange rates shown are at *par value* unless otherwise indicated. For deviations the following code has been used:

(A) Free rate; (B) Official buying rate; (C) Selling rate;
(D) Principal export rates; (E) Basic rate; (F) Principal selling rate.

2. In a number of countries private expenditure on education is very considerable. For those countries for which data are available, *public and private* expenditure on education as percentage of the national income is given below for selected years:

Country	1960	1962	1963	1964	1965	1966
China (Taiwan)	...	3.9	3.7	3.6	4.2	4.4
India	2.5	2.9	2.7	2.6	...	...
Japan	...	6.6	6.9	7.0	7.3	7.3
Korea, Republic of	...	5.8	...	3.6	3.3	3.7
Philippines	6.2	...	...	...	...	...
Viet-Nam, Republic of	...	...	3.7	...	3.3	...

3. Ministry of Education only.

4. As percentage of gross domestic product at market prices.

5. Central or Federal Government only.

6. Not including expenditures on the third level of education.

7. Including private expenditures relating to private education.

8. As percentage of gross national product at factor costs.

9. Expenditure on public education only.

10. Not including expenditures relating to state colleges and universities.

A 28. Public recurring expenditure on education around 1950, 1960 and 1965: percentage distribution by level and type of education

Country	Year	Central Adminis-tration	Pre-school and first level	Second level			Third level	Other types of education	Expenditures not allocated by level
				General	Vocational/ Technical	Teacher training			
Afghanistan	1962	11.6	29.3	17.8	16.8	5.6	16.0	2.0	0.9
	1965	10.2	31.6	20.6	[1]19.7	[1]...	17.6	0.4	-
Burma	[2]1951	20.5	43.8	21.6	0.2	0.7	10.8	-	2.4
	1960	4.0	63.9	27.5	0.4	0.8	-	-	3.4
	[3]1965	8.3	41.1	35.3	1.6	0.8	9.3	-	3.6
Cambodia[3]	1951	5.6	68.9	19.4	6.1	-	-	-	-
	[2]1960	7.7	66.7	[4]20.2	2.9	[4]...	-	-	2.5
	[5]1965	...	64.0	[4]34.7	1.3	[4]...	-	-	-
China (Taiwan)	1950	3.0	32.6	15.4	13.9	6.1	15.1	2.9	11.0
	1961	0.4	46.0	17.6	7.4	2.1	11.9	3.1	11.5
	1965	1.2	39.0	25.1	8.2	0.8	12.5	3.8	9.4
India	1953	22.2	35.0	13.2	1.4	1.6	6.1	0.5	20.0
	1960	3.2	24.9	37.8	2.6	1.2	18.0	1.4	10.9
	1964	3.4	27.2	36.8	1.2	0.6	20.0	0.2	10.6
Iran[3]	1961	[6]14.5	38.9	17.4	5.4	1.6	16.0	1.7	4.5
	1965	13.8	61.0	20.5	1.9	0.8	1.0	1.0	-
Japan	1950	2.7	42.1	[7]38.5	[7]...	-	13.1	3.2	0.4
	1961	7.2	36.2	[7]36.8	[7]...	-	14.8	5.0	-
	1965	7.4	38.6	[7]39.7	[7]...	-	11.0	3.3	-

A 28. Public recurring expenditure on education around 1950, 1960 and 1965: percentage distribution by level and type of education (continued)

Country	Year	Central Adminis-tration	Pre-school and first level	Second level			Third level	Other types of education	E. penditures not allocated by level
				General	Vocational Technical	Teacher training			
Korea, Rep. of	[2]1954	0.8	63.8	3.7	0.5	3.3	25.6	1.5	0.8
	1961	19.9	43.9	16.1	4.3	0.7	14.4	0.7	-
	[5]1965	...	66.4	[7]22.2	[7]...	-	11.2	0.2	-
Laos	[3]1954	1.4	75.1	14.8	-	-	[8]8.4	-	-
	[2]1960	7.8	69.4	7.9	1.6	4.8	2.4	-	6.1
	[3]1965	4.0	60.0	10.8	4.6	10.6	[8]10.0	-	-
Malaysia									
Sabah	1954	19.2	64.3	8.9	4.4	-	-	-	3.2
	1960	11.0	52.4	27.8	2.0	6.7	-	0.1	-
	1966	6.5	51.6	29.2	0.9	4.7	-	-	7.1
Sarawak	1955	2.5	68.0	20.2	-	3.5	-	-	[8]5.8
	1960	5.3	66.1	13.1	0.3	4.2	2.3	-	[8]8.7
	1965	4.4	[9]67.2	23.6	0.6	3.6	0.4	[9]0.2	-
West Malaysia	1950	5.2	73.7	13.0	0.9	1.7	0.6	-	4.9
	1961	4.2	55.3	13.6	0.4	4.1	6.6	5.4	10.4
	[3,5]1964	...	61.1	17.5	0.4	2.7	6.0	0.2	12.1
Nepal	1962	6.2	28.8	[10]12.2	[10]...	[10]...	33.7	5.1	[8]14.0
Pakistan	[5]1951	...	40.7	[10]25.6	[10]...	[10]...	[11]15.5	-	18.2
	1961	5.5	42.9	19.1	[1]4.7	[1]...	[11]19.6	-	8.2
	1965	0.9	44.2	17.9	3.5	1.9	[11]19.8	11.8	-

A 28. Public recurring expenditure on education around 1950, 1960 and 1965: percentage distribution by level and type of education (continued)

Country	Year	Central Adminis-tration	Pre-school and first level	Second level			Third level	Other types of education	Expenditures not allocated by level
				General	Vocational/ Technical	Teacher training			
Philippines	[5]1964	...	[12]93.4	[12]...	[13]...	-	[13]6.5	0.1	-
Singapore	1950	5.7	74.2	14.6	2.2	1.3	-	-	2.0
	1961	2.0	65.5	19.2	0.8	-	11.5	1.0	-
	1965	2.3	57.8	22.1	2.0	-	13.6	1.4	0.8
Thailand	1954	5.6	73.8	10.1	5.3	1.6	2.3	-	1.3
	1961	5.4	59.8	13.9	5.2	2.9	9.6	0.9	2.3
	[14,15]1965	6.3	63.8	9.1	5.0	3.4	9.7	0.7	-
Viet-Nam, Rep. of	1950	2.8	56.5	24.6	7.6	1.5	0.8	2.3	3.9
	[2]1961	7.5	41.9	26.1	6.2	2.5	8.2	0.4	7.2
	1965	3.2	56.9	19.6	[1]4.7	[1]...	15.6	-	-

Source: Unesco *Statistical Yearbook* (draft tables 1968 edition) and official national publications.

1. Expenditure for teacher training is included with vocational education.
2. Including capital expenditure.
3. Expenditure of the Ministry of Education only.
4. Expenditure for teacher training is included with general education.
5. Expenditure for administration is distributed amongst different levels and types of education.
6. Including expenditure on the health programme of the Ministry of Education.
7. Expenditure for vocational education is included with general education.
8. Including scholarships and grants to pupils and students.
9. Expenditure for special education is included with education at the first level.
10. Expenditure for vocational education and teacher training is included with general education.
11. Including various subsidies.
12. Expenditure for general education at the second level is included with first level education.
13. Expenditure for vocational education is included with third level of education.
14. Expenditure for public education only.
15. Expenditure of the Central Government only.

A 29. Total and unit recurring expenditure on public and private education, by level and type of education, latest year available

Country and currency	Sector of education	Year	Level and type of education	Recurring expenditure		Enrolment covered
				Total (thousands)	Average per pupil	
Afghanistan (Afghani)	Public[1]	1965	1st level	134 430	478	281 425
			2nd level (Total)	171 793	3 773	45 536
			General	(87 879)	2 586	(33 982)
			Vocat./Technical) Teacher training)	(83 914)	7 236	(11 554)
			3rd level	75 000	21 733	3 451
Burma (Kyat)	Public[1]	1965	1st level	80 780	44	1 849 443
			2nd level (Total)	73 903	93	796 839
			General	(69 230)	87	(791 981)
			Vocat./Technical	(3 154)	1 357	(2 324)
			Teacher training	(1 519)	599	(2 534)
			3rd level	18 300	649	28 193
Cambodia (Riel)	Public[1]	1965	1st level	685 765	906	756 713
		1964	2nd level (Total)	321 762	3 867	83 197
			General	(276 242)	3 480	(79 383)
			Vocat./Technical	(45 520)	11 935	(3 814)
			3rd level	35 351	7 422	4 763
China (Taiwan) (New Taiwan dollar)	Public	1967	1st level	1 723 897	741	2 325 240
			2nd level (Total)	1 517 125	2 458	617 155
			General	(1 163 472)	2 211	(526 242)
			Vocat./Technical	(340 773)	3 814	(89 343)
			Teacher training	(12 880)	8 204	(1 570)
			3rd level	689 999	12 314	56 035

A 29. Total and unit recurring expenditure on public and private education, by level and type of education, latest year available (continued)

Country and currency	Sector of education	Year	Level and type of education	Recurring expenditure: Total (thousands)	Recurring expenditure: Average per pupil	Enrolment covered
China (Taiwan) (New Taiwan dollar) (cont'd)	Private	1967	1st level	19 233	837	22 978
			2nd level (Total)	413 095	2 457	168 158
			General	(279 345)	2 446	(114 205)
			Vocat./Technical	(133 750)	2 484	(53 853)
			Teacher training	-	-	-
			3rd level	555 511	6 727	82 578
India (Rupee)	Public	1964	1st level	911 400	31	29 832 990
			2nd level (Total)	1 037 600	64	16 116 666
			General	(974 200)	61	(15 988 228)
			Vocat./Technical	(43 400)	708	(61 284)
			Teacher training	(20 000)	298	(67 154)
			3rd level	523 100	861	(607 510)
	Private	1964	1st level	175 000	50	5 932 491
			2nd level (Total)	930 400	29	11 241 726
			General	(912 100)	83	(11 073 018)
			Vocat./Technical	(12 800)	82	(143 401)
			Teacher training	(5 500)	89	(25 307)
			3rd level	560 500	217	1 071 953
Iran (Rial)	Public[1]	1966	Pre-primary)	6 822 000	2 780	(2 945
			1st level)			(2 451 011
			2nd level (Total)	2 681 000	5 427	494 094
			General	(2 193 000)	4 623	(474 326)
			Vocat./Technical	(362 000)	25 639	(14 119)
			Teacher training	(126 000)	22 305	(5 649)
			3rd level	119 000	4 955	24 014

A 29. Total and unit recurring expenditure on public and private education, by level and type of education, latest year available (continued)

Country and currency	Sector of education	Year	Level and type of education	Recurring expenditure: Total (thousands)	Recurring expenditure: Average per pupil	Enrolment covered
Japan (Yen)	Public	1965	1st level	406 726 086	41 827	9 723 718
			2nd level (Total)	426 477 309	45 957	9 279 746
			General lower secondary	(244 171 192)	42 273	(5 775 639)
			General upper secondary) Vocat./Technical)	(182 306 117)	52 028	(3 504 107)
			3rd level	118 211 565	371 376	318 221
	Private	1965	1st level	1 939 585	37 434	51 814
			2nd level (Total)	58 192 436	31 055	1 873 834
			General lower secondary	(7 412 926)	40 957	(180 991)
			General upper secondary) Vocat./Technical)	(50 779 510)	29 994	(1 692 843)
			3rd level	78 277 132	98 960	791 248
Korea, Rep. of (Won)	Public	1965	1st level	8 748 666	1 779	4 916 527
			2nd level (Total)	2 923 205	4 653	628 252
			General	...	...	(522 763)
			Vocat./Technical	...	...	(105 489)
			3rd level	1 481 364	38 748	38 231
	Private[2]	1965	1st level	114 953	4 632	24 818
			2nd level (Total)	3 549 048	6 457	549 620
			General	...	...	(482 673)
			Vocat./Technical	...	...	(66 947)
			3rd level	2 675 463	30 327	88 220

A 29. Total and unit recurring expenditure on public and private education, by level and type of education, latest year available (continued)

Country and currency	Sector of education	Year	Level and type of education	Recurring expenditure: Total (thousands)	Recurring expenditure: Average per pupil	Enrolment covered
Laos (Kip)	Public[1]	1965	Pre-primary) 1st level)	698 318	4 796	145 633
			2nd level (Total)	302 699	48 587	6 230
			General	(126 119)	35 004	(3 603)
			Vocat./Technical	(53 664)	61 683	(870)
			Teacher training	(122 916)	69 958	(1 751)
			3rd level	115 950	799 655	145
Malaysia						
Sabah (Malayan dollar)	Public	1964	1st level	4 185	147	28 378
			2nd level (Total)	2 080	711	2 924
			General	(1 205)	506	(2 382)
			Vocat./Technical	(148)	894	(165)
			Teacher training	(727)	1 928	(377)
	Private[3]	1965	1st level	6 631	136	48 756
			2nd level (Total)	2 357	281	8 401
Sarawak (Malayan dollar)	Public	1965	1st level	16 536	139	119 500
			2nd level (Total)	6 836	501	13 692
			General	(5 813)	449	(12 942)
			Vocat./Technical	(149)	931	(150)
			Teacher training	(874)	1 748	(500)
			3rd level	[4] 95	...	...
	Private	1965	2nd level	1 980	151	13 108

A 29. Total and unit recurring expenditure on public and private education, by level and type of education, latest year available (continued)

Country and currency	Sector of education	Year	Level and type of education	Recurring expenditure: Total (thousands)	Recurring expenditure: Average per pupil	Enrolment covered
Malaysia (cont'd) West Malaysia	Public[1]	1964	1st level	156 908	133	1 174 318
			2nd level (Total)	52 753	252	209
			General	(44 909)	250	(179 453)
			Vocat./Technical	(946)	572	(1 655)
			Teacher training	(6 898)	1 530	(4 508)
			[5]3rd level	7 800	3 506	2 225
Mongolia (Tugrik)	Public	1963	1st level) 2nd level-) General education)	81 318	670	121 370
			2nd level-) Vocat./Technical)	423 225	4 225	10 017
			3rd level	39 188	5 670	6 911
Pakistan (Rupee)	Public	1965	1st level	201 508	32	6 268 563
			2nd level (Total)	105 882	85	1 244 225
			General	(81 562)	68	(1 206 581)
			Vocat./Technical	(15 856)	714	(22 196)
			Teacher training	(8 464)	548	(15 448)
			3rd level	90 175	281	320 500
Philippines (Peso)	Public	1965	1st level	581 920	105	5 551 071
			2nd level	...	...	...
			Teacher training-) college)	2 493	280	8 899

A 29. Total and unit recurring expenditure on public and private education, by level and type of education, latest year available (continued)

Country and currency	Sector of education	Year	Level and type of education	Recurring expenditure: Total (thousands)	Recurring expenditure: Average per pupil	Enrolment covered
Singapore (Singapore dollar)	Public[6]	1965	1st level	65 144	183	355 096
			2nd level (Total)	27 170	238	114 291
			General	(24 923)	240	(103 872)
			Vocat./Technical	(2 247)	216	(10 419)
			3rd level	15 311	[5]2 069	[5]4 996
Thailand (Baht)	Public[7]	1965	1st level	1 080 260	284	3 800 962
			2nd level (Total)	288 655	1 278	225 893
			General	(149 938)	943	(159 085)
			Vocat./Technical	(82 431)	1 671	(49 332)
			Teacher training	(56 286)	3 221	(17 476)
			3rd level	161 034	4 927	32 682
Viet-Nam, Rep. of (Piâstre)	Public	1965	1st level	1 511 591	1 128	1 339 779
			2nd level (Total)	644 177	4 479	143 826
			General	(518 521)	3 902	(132 885)
			Vocat./Technical)	(125 656)	11 485	((8 444)
			Teacher training)			((2 497)
			3rd level	415 257	16 467	25 218
	Private	1965	1st level	775 629	2 414	321 265
			2nd level	556 439	2 340	237 783

A 29. Total and unit recurring expenditure on public and private education, by level and type of education, latest year available (continued)

Source: Unesco *Statistical Yearbook*, 1967 (Paris 1968) and official national publications.

Note. Exchange rates in U.S. dollars are given in Table A 27. It should be noted that expenditure on private education combines expenditure from public sources (subsidies), and private sources.

1. Ministry of Education only.
2. Including Debt Service.
3. Public expenditures relating to private education.
4. Scholarships or grants to students abroad.
5. Data refer to universities only.
6. Including public expenditures relating to private education.
7. Expenditures of Central or Federal Government.

A 30. Enrolment by grade and sex at the first level of education, 1950-1967

Country and Sex	Year	Total	Number of pupils enrolled in each grade						
			I	II	III	IV	V	VI	VII
Afghanistan[1]									
Both sexes	1955	96 671	24 969	18 503	17 235	17 307	11 490	7 167	.
	1956	106 077	28 269	22 892	20 146	15 853	11 243	7 674	.
	1957	108 482	27 052	22 691	19 208	18 098	12 565	8 868	.
	1958	118 029	29 278	22 628	19 626	20 663	14 109	11 725	.
	1959	123 850	30 406	25 172	21 412	21 037	14 996	10 827	.
	1960	141 562	37 816	28 712	23 778	23 165	16 104	11 987	.
	1961	169 559	45 353	35 553	28 158	27 214	19 222	14 059	.
	1962	189 490	47 571	39 026	33 774	30 415	22 454	16 250	.
	1963	...	...	...	...	...	25 700	18 000	.
	1964	239 010	56 347	47 847	42 716	41 133	29 971	20 996	.
	1965	273 525	60 648	53 740	47 779	47 643	37 339	26 376	.
	1966	312 521	65 771	60 595	47 779	54 969	43 677	32 580	.
	1967	336 903	68 083	62 492	59 776	61 563	48 526	36 463	.
Girls	1955	9 036	2 844	1 902	1 549	1 359	857	525	.
	1956	10 012	2 970	2 282	1 719	1 482	904	655	
	1957	11 025	3 133	2 580	1 880	1 663	1 077	692	
	1958	12 022	3 245	2 647	2 126	1 903	1 261	840	.
	1959	14 149	4 095	3 094	2 425	2 174	1 446	915	.
	1960	18 342	6 201	3 925	2 787	2 530	1 732	1 167	.
	1961	24 045	7 671	6 239	3 638	3 062	2 025	1 410	.
	1962	28 405	7 916	6 861	5 546	3 907	2 507	1 668	.
	1963	...	...	...	...	...	3 200	2 000	.
	1964	36 604	8 924	7 297	7 043	6 463	4 438	2 439	.
	1965	44 682	10 790	8 801	7 781	7 752	5 644	3 914	.
	1966	47 033	10 586	9 421	8 218	8 059	6 317	4 432	.
	1967	50 560	11 221	9 420	9 038	8 791	6 955	5 135	.
Burma[2, 3]									
Both sexes	1956	1 281 552	763 453	226 657	171 852	119 590	.	.	.
	1957	1 390 145	808 206	249 807	189 417	142 715	.	.	.
	1958	1 466 351	866 200	254 142	198 300	147 709	.	.	.
	1959	1 543 807	927 836	268 343	200 577	147 051	.	.	.
	1960	1 499 820	888 338	257 246	194 929	159 307	.	.	.
	1961	1 542 539	944 156	261 450	194 562	142 371	.	.	.
	1962	1 589 997	995 606	262 121	193 529	138 741	.	.	.
	1963	1 789 848	1 100 993	306 129	221 931	160 795	.	.	.

A 30. Enrolment by grade and sex at the first level of education, 1950-1967 (continued)

Country and Sex	Year	Total	Number of pupils enrolled in each grade						
			I	II	III	IV	V	VI	VII
Burma[2,3] (cont'd)									
Girls	1956	584 684	364 039	103 017	72 667	44 961	.	.	.
	1957	643 871	392 554	113 499	81 731	56 087	.	.	.
	1958	680 321	423 136	114 965	84 790	57 430	.	.	.
	1959	717 427	452 913	121 740	85 938	56 836	.	.	.
	1960	...	...	...	82 344	...	.	.	.
	1961	...	...	...	...	53 538	.	.	.
Cambodia[3]									
Both sexes	1950	89 807	35 840	25 749	15 428	6 228	3 916	2 646	.
	1951	116 331	44 449	33 114	20 357	9 494	5 351	3 566	.
	1952	114 509	54 852	39 573	25 888	12 466	7 529	4 201	.
	1953	173 421	68 289	44 273	29 183	15 703	10 352	5 621	.
	1954	205 041	74 733	53 500	35 161	21 023	12 613	2 011	.
	1955	255 443	88 777	60 874	48 420	27 865	17 615	11 892	.
	1956	308 631	107 169	65 044	55 172	40 379	24 133	16 734	.
	1957	360 056	121 731	75 340	58 700	50 385	33 551	20 349	.
	1958	431 863	131 985	86 724	75 311	57 900	45 942	34 001	.
	1959	452 649	147 854	90 242	73 231	57 813	44 202	39 307	.
	1960	458 483	141 565	92 050	76 066	59 823	46 852	42 127	.
	1961	491 757	166 094	98 202	76 864	59 621	46 846	44 130	.
	1962	521 797	175 739	106 100	83 552	61 411	47 770	47 225	.
	1963	545 765	182 955	113 835	88 005	65 133	48 557	47 280	.
	1964	575 442	197 489	112 761	94 964	67 042	49 094	44 092	.
	1965	...	...	...	...	...	...	...	.
	1966	803 136	299 213	183 228	136 890	83 633	56 162	44 010	.
Girls	1950	18 247	9 933	4 711	2 159	695	450	299	.
	1951	24 666	12 593	6 716	3 127	1 182	626	422	.
	1952	31 821	15 974	8 356	4 396	1 720	875	500	.
	1953	42 793	22 684	10 237	5 553	2 364	1 283	672	.
	1954	51 806	24 679	13 648	7 162	3 463	1 802	1 052	.

A 30. Enrolment by grade and sex at the first level of education, 1950-1967 (continued)

Country and Sex	Year	Total	Number of pupils enrolled in each grade						
			I	II	III	IV	V	VI	VII
Cambodia[3] (cont'd)									
Girls	1955	67 943	30 384	17 423	10 751	5 031	2 727	1 627	.
	1956	87 194	39 437	19 462	13 914	7 948	4 018	2 415	.
	1957	106 475	44 454	24 821	16 303	11 216	6 279	3 402	.
	1958	130 852	48 328	29 150	23 520	14 293	9 596	5 965	.
	1959	143 311	55 347	31 727	23 276	15 342	10 148	7 471	.
	1960	146 682	50 204	31 714	24 974	18 654	11 717	9 419	.
	1961	161 638	63 437	34 827	25 406	16 933	11 594	9 440	.
	1962	174 293	67 353	37 982	28 177	18 149	12 297	10 335	.
	1963	183 061	70 091	41 143	29 578	19 243	12 723	10 355	.
	1964	195 777	75 732	45 039	32 393	20 321	12 977	9 315	.
	1965	...	...	...	...	...	...	...	.
	1966	328 301	132 732	82 197	55 671	29 255	17 299	11 147	.
Ceylon[4]									
Both sexes	1952	1 193 521	315 796	227 089	208 881	181 186	147 641	112 928	.
	1953	1 237 191	338 746	230 135	209 797	185 158	153 183	120 172	.
	1954	1 266 610	329 911	246 737	216 293	190 216	158 485	124 968	.
	1955	1 289 327	339 231	245 875	224 714	192 882	159 568	127 057	.
	1956	1 329 543	349 499	253 297	228 006	201 848	165 615	131 278	.
	1957	1 446 624	389 985	279 363	242 969	212 967	179 490	141 850	.
	1958	1 525 013	399 792	296 080	258 654	224 343	190 164	155 980	.
	1959	1 599 241	413 013	305 730	270 524	239 206	201 803	168 965	.
	1960	1 642 881	414 846	311 510	278 514	248 120	212 481	177 410	.
	1961	1 661 795	397 768	308 016	285 527	257 669	223 352	189 463	.
	1962	1 648 858	364 025	302 563	286 498	265 512	231 953	198 307	.
	1963	1 750 239	406 568	330 615	297 586	272 711	239 580	203 179	.
	1964	1 810 509	385 580	359 033	320 882	280 575	246 639	217 800	.
China (Taiwan)									
Both sexes	1954	1 133 438	258 100	215 587	175 833	170 634	164 537	148 747	.
	1955	1 244 029	291 816	246 171	209 732	171 123	167 503	157 684	.
	1956	1 344 432	299 508	276 134	240 604	203 010	165 525	159 651	.
	1957	1 480 557	340 012	282 893	270 486	234 469	196 646	156 051	.
	1958	1 642 888	360 469	321 893	279 846	264 641	229 588	186 451	.
	1959	1 777 118	365 512	339 221	318 159	273 804	261 550	218 872	.

A 30. Enrolment by grade and sex at the first level of education, 1950-1967 (continued)

Country and Sex	Year	Total	Number of pupils enrolled in each grade						
			I	II	III	IV	V	VI	VII
China (Taiwan) (cont'd)									
Both sexes	1960	1 888 783	370 798	346 305	336 759	312 737	272 538	249 646	.
	1961	1 997 016	397 767	353 163	342 501	332 085	309 793	261 707	.
	1962	2 097 957	404 418	378 086	349 295	337 957	329 906	298 295	.
	1963	2 148 652	391 461	384 870	373 337	345 173	336 059	317 752	.
	1964	2 202 867	413 197	373 582	380 060	368 299	342 559	325 170	.
	1965	2 257 720	417 673	395 081	369 333	376 458	365 903	333 272	.
	1966	2 307 955	418 903	399 663	391 264	366 090	375 117	356 918	.
	1967	2 348 218	428 441	403 168	396 481	387 740	363 616	368 772	.
Girls	1954	504 144	122 879	102 912	81 224	72 352	66 658	58 119	.
	1955	561 078	137 925	115 150	97 898	77 196	69 695	63 214	.
	1956	615 298	141 920	128 826	111 293	93 429	73 604	66 226	.
	1957	684 406	161 666	132 746	125 145	107 323	89 079	68 447	.
	1958	763 493	171 251	151 858	131 403	121 603	103 745	83 633	.
	1959	830 077	175 579	161 567	149 666	126 696	118 510	98 059	.
	1960	884 362	177 082	165 331	158 880	145 886	124 672	112 511	.
	1961	939 992	190 698	168 151	162 998	155 691	143 440	119 014	.
	1962	991 808	194 411	181 004	165 799	159 644	153 604	137 346	.
	1963	1 019 766	188 970	184 801	178 527	162 938	157 613	146 917	.
	1964	1 049 496	199 963	180 022	181 863	175 468	160 467	151 713	.
	1965	1 078 009	201 922	191 165	177 165	179 401	173 018	155 338	.
	1966	1 105 798	202 351	193 021	188 992	175 197	177 739	168 498	.
	1967	1 127 821	207 618	194 781	191 511	186 778	173 272	173 861	.
India									
Both sexes	1950	19 154 457	6 948 365	4 331 736	3 353 239	2 622 889	1 898 228	.	.
	1951	19 809 748	7 025 119	4 445 114	3 533 739	2 776 658	2 029 118	.	.
	1952	20 348 424	7 395 270	4 402 221	3 497 013	2 886 363	2 167 557	.	.
	1953	21 671 865	8 087 113	4 699 635	3 647 803	2 997 544	2 239 770	.	.
	1954	23 224 250	9 111 648	4 959 544	3 779 800	3 074 100	2 299 158	.	.
	1955	25 167 013	9 958 105	5 523 463	4 066 802	3 215 553	2 403 090	.	.
	1956	26 712 505	10 282 791	5 871 106	4 457 140	3 466 620	2 634 848	.	.
	1957	28 170 079	10 907 786	6 085 866	4 746 616	3 686 348	2 743 463	.	.
	1958	30 756 589	11 999 023	6 630 291	5 047 780	4 020 200	3 059 295	.	.
	1959	32 819 472	12 693 192	7 147 002	5 391 205	4 247 611	3 340 462	.	.

A 30. Enrolment by grade and sex at the first level of education, 1950-1967 (continued)

Country and Sex	Year	Total	Number of pupils enrolled in each grade						
			I	II	III	IV	V	VI	VII
India (cont'd) Both sexes	1960	34 993 829	13 391 347	7 512 994	5 885 597	4 592 705	3 611 186	.	.
	1961	39 102 334	15 746 164	8 121 148	6 303 968	5 040 433	3 890 621	.	.
	1962	41 871 568	16 404 417	9 074 988	6 718 602	5 380 621	4 292 940	.	.
	1963	44 549 661	16 905 528	9 824 113	7 492 545	5 754 632	4 572 843	.	.
Girls	1950	5 384 602	2 185 349	1 223 315	901 359	651 468	423 111	.	.
	1951	5 627 464	2 222 935	1 302 728	947 496	697 464	456 841	.	.
	1952	5 851 259	2 372 521	1 284 739	958 411	724 033	511 555	.	.
	1953	6 315 782	2 619 608	1 392 560	1 014 745	769 780	519 089	.	.
	1954	6 875 580	2 922 487	1 514 640	1 081 783	807 531	549 139	.	.
	1955	7 639 257	3 298 468	1 700 320	1 188 086	871 351	581 032	.	.
	1956	8 262 090	3 512 124	1 824 741	1 304 530	956 500	664 195	.	.
	1957	8 765 583	3 666 227	1 930 323	1 417 757	1 029 428	721 848	.	.
	1958	9 742 260	4 114 593	2 132 094	1 541 553	1 151 108	802 912	.	.
	1959	10 523 637	4 350 900	2 319 518	1 680 926	1 246 955	925 338	.	.
	1960	11 401 102	4 680 909	2 466 280	1 855 532	1 377 532	1 020 849	.	.
	1961	13 118 621	5 705 962	2 736 855	2 023 719	1 542 037	1 110 048	.	.
	1962	14 234 585	6 023 285	3 116 593	2 195 442	1 658 258	1 241 007	.	.
	1963	15 428 922	6 283 003	3 448 413	2 515 940	1 825 64[illegible]	1 355 917	.	.
Indonesia Both sexes	1960	8 955 000	2 561 130	1 916 370	1 602 945	1 235 790	931 320	707 445	.
Iran Both sexes	1958	1 169 956	294 361	236 768	251 748	159 090	127 430	100 659	.
	1959	1 319 816	316 809	286 686	229 390	248 436	142 919	113 576	.
	1960	1 429 590	319 428	283 766	255 155	265 888	179 019	126 334	.
	1961	1 554 554	367 199	313 318	273 938	243 034	200 554	156 511	.
	1962	1 719 353	410 066	361 752	295 557	248 446	213 028	190 504	.
	1963	1 841 201	458 738	384 851	324 433	256 553	219 554	197 072	.
	1964	2 030 733	496 320	422 014	374 155	294 195	237 794	206 255	.
	1965	2 181 633	524 514	438 637	386 108	335 518	272 419	224 437	.
	1966	...	...	...	...	...	...	...	.
	1967	2 845 104	676 737	573 141	486 325	426 906	378 605	303 390	.

A 30. Enrolment by grade and sex at the first level of education, 1950-1967 (continued)

Country and Sex	Year	Total	Number of pupils enrolled in each grade						
			I	II	III	IV	V	VI	VII
Iran (cont'd) Girls	1959	422 013	103 226	86 915	75 021	76 536	45 004	35 311	.
	1960	453 036	102 932	91 146	81 451	83 214	55 523	38 770	.
	1961	506 532	121 292	102 391	87 700	80 237	65 636	49 276	.
	1962	558 102	136 232	116 475	95 156	80 255	69 149	60 835	.
	1963	602 395	157 866	123 555	102 596	83 409	71 611	63 358	.
	1964	665 605	172 141	139 560	114 797	94 625	77 539	66 943	.
	1965	739 628	190 940	150 351	127 947	108 484	89 118	72 788	.
	1966	...	...	...	...	...	...	...	.
	1967	947 900	236 362	194 624	161 431	140 583	119 355	95 545	.
Japan Both sexes	1950	11 137 453	2 016 719	1 931 887	2 031 076	1 903 935	1 697 678	1 556 158	.
	1951	11 350 386	1 807 842	2 001 936	1 923 818	2 025 875	1 897 406	1 693 509	.
	1952	11 128 325	1 445 872	1 789 831	2 012 273	1 935 196	2 036 952	1 908 201	.
	1953	11 225 469	1 999 201	1 438 027	1 807 980	2 011 020	1 933 695	2 035 546	.
	1954	11 750 927	2 553 530	1 994 985	1 439 728	1 811 229	2 014 586	1 936 869	.
	1955	12 266 852	2 482 733	2 541 419	1 989 845	1 435 169	1 807 531	2 010 255	.
	1956	12 616 311	2 404 103	2 469 253	2 533 181	1 982 711	1 427 324	1 799 739	.
	1957	12 956 285	2 168 317	2 394 698	2 463 670	2 529 730	1 976 682	1 423 188	.
	1958	13 492 087	1 978 147	2 162 020	2 391 196	2 460 370	2 525 450	1 974 904	.
	1959	13 374 700	1 874 453	1 973 027	2 159 235	2 388 609	2 457 273	2 522 103	.
	1960	12 590 680	1 760 960	1 868 241	1 968 966	2 155 288	2 384 538	2 452 687	.
	1961	11 810 874	1 688 107	1 756 529	1 865 705	1 966 204	2 152 659	2 381 670	.
	1962	11 056 915	1 640 964	1 684 096	1 754 358	1 863 319	1 963 773	2 150 405	.
	1963	10 471 383	1 576 861	1 637 371	1 681 941	1 752 328	1 861 176	1 961 806	.
	1964	10 030 990	1 534 146	1 574 019	1 634 411	1 679 844	1 749 865	1 858 705	.
	1965	9 775 532	1 612 844	1 531 478	1 572 281	1 632 836	1 677 786	1 748 307	.
	1966	9 584 061	1 568 223	1 609 825	1 529 478	1 570 140	1 630 700	1 675 695	.
Girls	1950	5 498 695	995 312	953 359	1 001 877	941 311	838 131	768 705	.
	1951	5 603 101	892 871	988 054	949 943	999 207	937 243	835 783	.
	1952	5 481 601	711 587	873 707	993 556	955 844	1 004 406	942 501	.
	1953	5 530 288	978 114	707 823	892 664	992 866	954 993	1 003 828	.
	1954	5 779 834	1 249 100	976 295	708 690	894 451	994 818	956 480	.

A 30. Enrolment by grade and sex at the first level of education, 1950-1967 (continued)

Country and Sex	Year	Total	Number of pupils enrolled in each grade						
			I	II	III	IV	V	VI	VII
Japan (cont'd) Girls	1955	6 025 615	1 216 197	1 243 533	974 012	706 337	892 745	992 791	.
	1956	6 187 526	1 176 627	1 209 607	1 239 575	970 353	702 599	888 765	.
	1957	6 346 934	1 061 452	1 172 355	1 207 236	1 237 483	967 869	700 539	.
	1958	6 605 334	967 713	1 058 549	1 170 706	1 205 654	1 236 068	966 644	.
	1959	6 549 314	917 762	965 513	1 057 441	1 169 799	1 204 272	1 234 527	.
	1960	6 166 102	861 634	914 981	963 655	1 055 807	1 167 839	1 202 186	.
	1961	5 782 532	825 051	859 676	914 032	962 535	1 054 708	1 166 530	.
	1962	5 411 137	801 543	823 147	858 809	912 824	961 241	1 053 573	.
	1963	5 123 629	771 193	800 030	822 206	857 982	911 779	960 439	.
	1964	4 907 919	750 347	769 841	798 818	821 365	856 850	910 698	.
	1965	4 781 882	788 694	749 286	769 245	798 110	820 382	856 165	.
	1966	4 686 810	766 330	787 326	748 492	768 262	797 070	819 330	.
Korea, Rep. of Both sexes	1953	2 259 313	506 133	383 154	359 561	321 235	367 367	321 863	.
	1954	2 678 374	740 313	503 903	393 375	367 115	322 040	351 628	.
	1955	2 947 436	638 977	700 942	513 067	406 133	369 335	318 982	.
	1956	2 997 463	551 076	576 573	648 287	489 052	383 855	348 620	.
	1957	3 170 981	648 635	532 612	551 768	616 104	463 123	358 739	.
	1958	3 316 389	615 857	619 569	519 447	535 757	587 558	438 201	.
	1959	3 549 510	775 519	593 312	602 274	508 635	517 874	551 896	.
	1960	3 621 267	744 215	736 833	576 419	580 730	489 139	493 931	.
	1961	3 954 779	817 220	709 136	723 066	566 700	564 568	474 089	.
	1962	4 089 202	926 855	753 562	667 004	687 230	529 648	524 903	.
	1963	4 421 541	916 856	890 914	741 252	662 548	680 830	523 141	.
	1964	4 726 297	929 251	868 942	875 811	739 475	649 603	663 215	.
	1965	4 941 345	986 036	883 087	846 897	850 140	752 951	622 234	.
	1966	5 165 490	991 530	937 468	863 536	834 921	836 434	701 601	.
	1967	5 382 500	1 050 728	942 260	916 017	849 966	816 555	806 974	.
Girls	1953	873 937	213 417	156 913	142 063	122 433	131 090	108 021	.
	1954	1 106 625	335 475	213 891	163 354	145 303	123 334	125 268	.

A 30. Enrolment by grade and sex at the first level of education, 1950-1967 (continued)

Country and Sex	Year	Total	Number of pupils enrolled in each grade						
			I	II	III	IV	V	VI	VII
Korea, Rep. of (cont'd)									
Girls	1955	1 242 905	279 190	310 809	217 858	169 026	145 729	120 293	.
	1956	1 263 592	240 099	246 751	282 655	203 458	155 346	135 283	.
	1957	1 419 853	301 019	233 189	283 083	266 996	191 510	144 056	.
	1958	1 453 372	280 895	286 574	227 447	228 867	251 198	178 391	.
	1959	1 579 319	361 822	269 313	277 497	221 146	218 165	231 376	.
	1960	1 644 386	357 204	342 986	261 995	266 498	211 015	204 688	.
	1961	1 736 055	380 274	304 483	336 590	256 647	256 182	201 879	.
	1962	1 911 553	451 580	351 008	321 449	317 977	236 072	233 467	.
	1963	2 088 401	443 439	435 955	347 384	318 361	312 834	230 428	.
	1964	2 241 169	441 082	420 043	426 892	342 464	309 312	301 376	.
	1965	2 350 900	477 124	419 795	414 086	415 283	333 461	291 151	.
	1966	2 453 177	473 276	450 948	408 524	401 432	400 948	318 049	.
	1967	2 561 466	503 066	448 746	439 847	399 558	388 659	381 590	.
Laos									
Both sexes	1956	75 167	39 789	15 371	9 981	4 062	3 232	2 732	.
	1957	77 204	33 925	18 064	13 273	5 354	3 441	3 147	.
	1958	95 957	43 447	18 290	19 447	5 885	4 233	4 655	.
	1959	99 302	40 109	20 454	18 433	9 089	6 181	5 036	.
	1960	91 313	37 201	19 152	14 593	8 889	6 208	5 270	.
	1961	88 312	37 279	17 431	14 189	8 130	6 006	5 277	.
	1962	108 265	52 462	20 089	14 630	9 066	6 249	5 769	.
	1963	116 785	57 980	22 446	15 168	8 949	6 262	5 980	.
	1964	127 716	62 757	24 988	17 196	9 779	6 758	6 238	.
	1965	144 402	67 008	28 807	20 895	12 115	8 298	7 279	.
	1966	161 795	73 790	31 982	23 366	14 099	9 751	8 807	.
Girls	1956	19 691	10 622	4 051	2 618	998	763	639	.
	1957	21 323	9 924	5 119	3 259	1 422	817	782	.
	1958	26 688	12 622	5 413	5 030	1 569	1 022	1 032	.
	1959	29 319	12 289	7 142	5 253	2 194	1 331	1 110	.
	1960	28 891	12 947	6 431	4 199	2 491	1 494	1 329	.

A 30. Enrolment by grade and sex at the first level of education, 1950-1967 (continued)

Country and Sex	Year	Total	Number of pupils enrolled in each grade						
			I	II	III	IV	V	VI	VII
Laos (cont'd)									
Girls	1961	31 425	12 458	6 865	5 299	3 262	1 867	1 674	.
	1962	37 409	18 502	7 237	5 097	2 915	1 888	1 770	.
	1963	40 419	20 416	8 178	5 126	2 904	1 989	1 806	.
	1964	45 269	23 254	8 892	5 911	3 191	2 169	1 852	.
	1965	51 141	25 310	10 307	7 159	3 834	2 477	2 054	.
	1966	56 503	27 253	11 639	7 750	4 389	2 956	2 516	.
Malaysia[5]									
Both sexes	1950	578 452	165 200	127 880	113 020	84 091	57 344	30 917	.
	1951	595 145	170 316	128 935	111 957	85 919	60 631	37 387	.
	1952	647 631	192 347	138 254	118 260	93 143	65 271	40 356	.
	1953	699 414	210 548	148 980	124 571	98 519	73 231	43 565	.
	1954	719 713	200 711	157 268	129 949	103 874	78 097	49 814	.
	1955	775 762	200 410	182 854	147 133	111 552	82 231	51 582	.
	1956	867 323	227 522	185 189	170 132	129 623	94 957	59 900	.
	1957	1 025 644	254 528	218 303	182 316	165 179	125 249	80 069	.
	1958	1 083 007	194 298	246 249	214 624	176 677	147 887	103 272	.
	1959	1 107 359	197 307	190 648	216 495	216 505	154 732	131 672	.
	1960	1 130 539	200 793	196 308	186 242	209 721	187 213	150 262	.
	1961	1 163 527	211 391	199 685	191 818	187 731	185 907	186 995	.
	1962	1 160 243	216 486	209 898	197 519	193 688	169 495	173 157	.
	1963	1 178 258	230 397	211 694	206 136	192 398	181 569	156 064	.
	1964	1 200 516	224 247	226 671	207 351	193 902	181 087	167 258	.
	1965	1 234 505	236 516	220 861	220 499	201 299	189 212	166 118	.
	1966	1 281 047	243 026	235 995	218 222	215 471	192 877	175 456	.
	1967	1 323 924	250 201	240 979	231 747	212 054	208 036	180 907	.
Girls	1950	189 705	60 507	44 034	35 551	24 754	16 079	8 780	.
	1951	202 661	64 240	45 507	37 496	26 375	17 936	11 107	.
	1952	224 188	74 212	50 529	40 099	29 334	17 941	12 073	.
	1953	251 375	84 999	56 027	43 739	31 855	22 012	12 743	.
	1954	260 020	81 003	60 435	46 151	34 013	23 692	14 726	.

A 30. Enrolment by grade and sex at the first level of education, 1950-1967 (continued)

Country and Sex	Year	Total	Number of pupils enrolled in each grade						
			I	II	III	IV	V	VI	VII
Malaysia[5] (cont'd)									
Girls	1955	290 840	82 306	73 280	55 708	38 275	25 850	15 421	.
	1956	339 772	98 395	76 645	68 110	47 211	30 987	18 424	.
	1957	426 372	120 585	96 845	74 925	64 269	44 526	25 222	.
	1958	458 431	90 970	113 976	93 566	70 513	55 053	34 353	.
	1959	474 386	91 021	87 898	98 470	90 765	59 237	46 995	.
	1960	488 813	93 466	90 351	83 903	91 616	74 951	54 526	.
	1961	509 863	100 043	92 717	87 313	82 047	77 957	69 786	.
	1962	518 182	102 998	99 050	90 942	85 448	71 782	67 962	.
	1963	533 137	110 019	100 136	95 977	86 661	77 487	62 907	.
	1964	552 693	107 407	107 605	97 769	92 430	79 604	67 878	.
	1965	575 947	113 801	106 204	104 667	94 875	85 414	70 986	.
	1966	601 427	117 146	113 815	103 884	101 109	88 360	77 113	.
	1967	625 334	121 027	115 914	111 682	99 764	96 252	80 695	.
Mongolia									
Both sexes	1961	76 123	21 743	19 129	17 949	17 302	.	.	.
	1962	80 925	22 717	20 814	18 874	18 520	.	.	.
	1963	87 258	26 509	20 510	20 510	19 729	.	.	.
Nepal									
Both sexes	1961	252 743	122 075	48 527	36 395	26 032	19 714	.	.
	1965	304 293	146 920	58 371	43 691	31 420	23 891	.	.
Pakistan									
Both sexes	1955	4 448 037	1 957 413	951 500	636 849	508 740	393 535	.	.
	1956	4 593 436	2 017 294	902 072	680 330	540 806	452 934	.	.
	1957	4 626 567	2 064 868	910 371	681 733	540 328	429 267	.	.
	1958	4 860 767	2 225 909	1 030 475	673 246	515 302	415 835	.	.
	1959	5 166 478	2 415 482	1 107 670	689 987	526 421	426 918	.	.
	1960	5 484 548	2 397 542	1 149 281	813 448	629 294	494 983	.	.
	1961	5 792 201	2 490 019	1 246 971	854 235	668 503	532 473	.	.
	1962	6 212 976	2 641 869	1 333 192	917 637	732 372	587 906	.	.
	1963	6 702 135	2 717 012	1 432 657	1 048 781	849 626	654 059	.	.
	1964	7 242 071	2 785 698	1 550 238	1 180 124	967 048	758 963	.	.
	1965	7 439 030	2 670 849	1 607 336	1 276 331	1 039 711	844 803	.	.

A 30. Enrolment by grade and sex at the first level of education, 1950-1967 (continued)

Country and Sex	Year	Total	Number of pupils enrolled in each grade						
			I	II	III	IV	V	VI	VII
Pakistan (cont'd)									
Girls	1955	1 021 731	538 781	209 858	124 518	86 779	61 795	.	.
	1956	1 060 859	565 636	206 737	131 324	92 591	64 571	.	.
	1957	1 114 594	564 579	223 862	145 101	105 956	75 096	.	.
	1958	1 185 116	627 421	236 643	137 165	104 553	79 334	.	.
	1959	1 245 804	644 301	255 799	155 628	111 456	78 620	.	.
	1960	1 389 509	666 494	292 370	193 028	127 858	109 759	.	.
	1961	1 437 825	706 386	304 396	195 869	136 227	94 946	.	.
	1962	1 546 884	727 931	329 238	217 818	156 611	115 287	.	.
	1963	...	...	...	...	...	...	.	.
	1964	1 954 589	815 707	411 192	310 450	238 954	178 286	.	.
	1965	2 055 009	836 474	450 416	334 154	249 862	184 103	.	.
Philippines									
Both sexes	1950	4 082 759	913 332	802 749	752 634	656 618	547 715	409 711	.
	1951	3 931 134	871 956	753 120	722 035	662 057	492 067	429 899	.
	1952	3 583 642	853 778	677 217	647 249	597 887	451 773	355 738	.
	1953	3 499 436	868 680	682 863	610 607	563 842	433 538	339 906	.
	1954	3 442 323	836 438	697 585	617 539	542 764	417 009	330 988	.
	1955	3 498 210	888 589	687 379	637 894	546 257	408 522	329 569	.
	1956	3 672 064	942 661	742 183	644 475	574 635	431 183	336 927	.
	1957	3 739 500	930 591	775 989	675 396	570 429	442 336	344 759	.
	1958	3 967 575	1 015 874	790 664	722 754	611 123	460 167	366 993	.
	1959	4 140 585	1 014 567	851 086	750 390	652 730	490 847	380 965	.
	1960	4 193 849	1 014 907	840 210	784 659	663 760	497 641	392 672	.
	1961	4 430 757	1 130 643	862 912	798 237	684 145	537 957	416 863	.
	1962	4 816 374	1 264 863	961 587	827 748	704 299	593 696	464 181	.
	1963	5 229 021	1 361 378	1 063 272	914 003	759 334	611 647	519 387	.
	1964	5 570 919	1 417 284	1 133 870	997 301	830 094	651 459	540 911	.
Singapore									
Both sexes	1954	146 950	42 647	28 516	22 416	21 340	18 591	13 440	.
	1955	176 216	54 427	35 843	32 415	21 641	18 003	13 887	.
	1956	203 163	58 512	44 090	33 623	29 647	20 215	17 076	.
	1957	222 612	57 564	50 563	40 330	29 431	25 340	19 384	.
	1958	244 909	56 833	51 990	47 273	36 841	26 692	25 280	.
	1959	266 625	60 518	53 394	49 511	42 351	33 538	27 313	.

A 30. Enrolment by grade and sex at the first level of education, 1950-1967 (continued)

Country and Sex	Year	Total	Number of pupils enrolled in each grade I	II	III	IV	V	VI	VII
Singapore (cont'd) Both sexes	1960	284 702	60 873	59 485	51 224	43 389	38 247	31 484	.
	1961	302 070	56 230	59 876	58 052	48 329	40 324	39 259	.
	1962	318 643	59 638	56 372	59 156	55 509	44 806	43 162	.
	1963	335 656	63 173	59 662	56 659	58 192	51 535	46 435	.
	1964	...	...	...	...	...	...	...	.
	1965	365 584	65 375	65 605	62 519	58 872	54 189	59 024	.
	1966	370 899	67 275	61 270	64 553	61 322	55 856	60 623	.
	1967	373 437	63 708	62 810	60 771	63 126	58 831	64 151	.
Girls	1956	81 514	24 805	17 821	13 689	11 818	7 614	5 767	.
	1957	92 787	25 628	21 828	16 422	11 837	9 973	7 099	.
	1958	104 751	25 978	22 499	20 306	15 071	10 919	9 978	.
	1959	115 682	27 766	23 758	21 216	18 210	13 676	11 056	.
	1960	125 589	28 500	26 836	22 358	18 513	16 487	12 895	.
	1961	134 433	26 305	27 604	25 862	20 801	17 174	16 687	.
	1962	143 120	28 160	25 846	26 997	24 481	19 470	18 166	.
	1963	152 252	29 935	27 483	25 680	26 377	22 786	19 991	.
	1964	...	...	...	...	...	...	...	.
	1965	168 150	31 136	30 960	28 844	26 791	24 398	26 021	.
	1966	171 442	32 318	29 124	30 286	28 096	25 295	26 323	.
	1967	173 171	30 449	30 066	28 698	29 491	26 603	27 864	.
Thailand Both sexes	1950	...	1 407 222	567 732	395 911	298 114	...	...	...
	1951	...	1 326 592	640 738	472 918	319 710	...	...	...
	1952	...	1 369 820	637 464	468 007	317 967	...	...	...
	1953	...	1 373 765	683 000	559 938	408 696	...	...	...
	1954	...	1 233 704	684 087	563 369	456 584	...	...	...
	1955	...	1 230 889	685 174	574 532	462 123	...	...	...
	1956	...	1 220 892	756 396	606 048	474 179	...	...	...
	1957	3 458 934	1 247 350	791 351	641 031	508 731	104 887	91 108	74 476
	1958	3 585 771	1 281 725	837 604	689 244	560 530	125 460	102 397	88 811
	1959	3 784 993	1 294 846	846 612	714 267	582 107	134 985	115 612	96 564

A 30. Enrolment by grade and sex at the first level of education, 1950-1967 (continued)

Country and Sex	Year	Total	Number of pupils enrolled in each grade: I	II	III	IV	V	VI	VII
Thailand (cont'd)									
Both sexes	1960	3 935 549	1 336 521	880 034	747 812	605 228	137 850	121 050	107 054
	1961	4 092 922	1 322 855	947 985	788 816	657 313	137 054	126 185	112 714
	1962	4 180 588	1 307 772	965 831	852 533	678 038	138 629	122 763	115 022
	1963	4 291 235	1 339 800	969 079	868 067	728 066	156 459	122 849	106 915
	1964	4 500 374	1 285 553	1 083 562	914 867	777 400	180 422	144 245	114 325
	1965	4 630 424	1 301 045	1 050 018	991 605	803 784	195 322	158 976	129 674
	1966	4 800 001	1 356 004	1 058 916	986 198	870 665	212 193	172 231	143 794
	1967	4 983 093	1 412 710	1 102 289	996 486	868 850	242 261	195 878	164 619
Girls	1954	...	583 384	322 015	267 051	217 512	...	...	...
	1955	...	582 499	324 296	268 942	218 877	...	...	...
	1956	...	...	...	...	...	...	...	...
	1957	1 617 377	588 485	377 297	309 035	245 713	38 655	32 694	25 498
	1958	1 725 155	604 766	398 310	333 651	271 355	47 184	38 031	31 858
	1959	1 770 991	612 405	401 903	340 991	283 577	52 403	43 993	35 719
	1960	1 845 416	633 704	419 166	358 131	292 983	53 828	46 954	40 650
	1961	1 926 659	629 018	453 978	379 746	318 081	53 505	49 004	43 327
	1962	1 969 009	620 843	461 913	409 705	329 302	54 561	48 091	44 594
	1963	2 022 426	632 202	464 203	416 734	354 443	64 280	48 510	42 054
	1964	2 122 441	610 130	517 127	439 806	376 529	74 817	58 687	45 345
	1965	2 182 012	617 929	501 252	476 302	387 981	80 671	65 445	52 432
	1966	2 262 235	642 943	506 239	472 726	422 421	87 717	71 601	58 586
	1967	2 362 673	671 950	526 206	478 326	424 654	103 607	85 842	72 088
Viet-Nam, Rep. of									
Both sexes	1956	663 720	245 088	164 656	118 973	72 000	63 003	.	.
	1957	846 018	294 293	225 103	160 267	92 424	73 931	.	.
	1958	1 062 990	381 498	275 639	198 832	118 649	88 372	.	.
	1959	1 215 158	423 891	313 091	231 158	139 943	107 075	.	.
	1960	1 268 789	427 730	310 496	250 369	156 227	123 967		
	1961	1 347 312	453 499	319 378	256 134	177 743	140 558	.	.
	1962	1 439 069	480 645	339 002	270 410	191 674	157 338	.	.
	1963	1 559 835	522 065	363 253	294 109	208 959	171 449	.	.
	1964	1 549 859	497 179	359 336	300 424	216 504	176 416	.	.

A 30. Enrolment by grade and sex at the first level of education, 1950-1967 (continued)

Country and Sex	Year	Total	Number of pupils enrolled in each grade						
			I	II	III	IV	V	VI	VII
Viet-Nam, Rep. of (cont'd)									
Girls	1956	249 162	102 266	64 265	40 702	22 255	19 674	.	.
	1957	324 510	127 070	90 286	56 269	28 662	22 223	.	.
	1958	411 452	162 417	111 963	72 446	38 212	26 414	.	.
	1959	477 659	179 364	130 892	86 772	47 180	33 451	.	.
	1960	505 448	184 266	128 666	96 961	55 261	40 294	.	.
	1961	538 493	194 048	131 730	99 879	65 326	47 510	.	.
	1962	588 345	208 799	143 800	108 216	71 592	55 938	.	.
	1963	645 302	227 277	155 984	119 955	79 751	62 335	.	.
	1964	651 482	217 631	156 631	125 928	85 736	65 730	.	.

Note. Grade-sex enrolment data for the first level of education are presented in this table, and for general education at the second level in Table A 31.

The grade-enrolment distribution is presented according to the national systems of education of the countries concerned. In particular, it should be noted that the structure of educational systems by levels and stages of education, and duration of schooling, vary from country to country. In interpreting the data, therefore, tables A 30 and A 31 should preferably be considered together.

The original intent was to present grade-sex-enrolment data year-by-year for the period 1950 to 1967, for every country of the Asian region. Unavailability of part of the data prevented a complete adherence to this norm. In particular, it will be noted that these tables do not include grade-enrolment data in respect of vocational and technical education, and teacher training at the second level. This limitation as well as differences in the structure of the educational systems ought to be borne in mind in using these data for the calculation of, for example, retention and transition ratios.

The sources of data are official national publications and information supplied directly by the countries concerned to the Unesco Regional Office for Education in Asia.

1. Excluding village schools.
2. Burma Proper only.
3. Public education only.
4. Grade distribution: IA, IB, II, III, IV, V respectively.
5. Data refer to West Malaysia only.

A 31. Enrolment by grade and sex in general education at the second level, 1950-1967

Country and Sex	Year	Total	Number of students enrolled in each grade								
			V	VI	VII	VIII	IX	X	XI	XII	XIII
Afghanistan											
Both sexes	1964	26 352	.	.	10 750	6 701	4 373	2 262	1 276	990	.
	1965	33 982	.	.	13 577	8 399	5 936	2 911	1 871	1 288	.
	1966	43 825	.	.	17 907	10 836	7 370	3 784	2 357	1 571	.
Girls	1964	5 219	.	.	2 120	1 232	797	509	348	213	.
	1965	6 450	.	.	2 566	1 532	948	701	441	262	.
	1966	7 663	.	.	3 047	1 732	1 188	714	602	380	.
Burma[1,2]											
Both sexes	1956	198 253	62 159	47 585	33 983	34 271	20 255	-	.	.	.
	1957	228 137	69 138	55 390	51 940	24 027	27 642	-	.	.	.
	1958	256 742	75 529	59 622	66 078	24 083	31 430	-	.	.	.
	1959	220 752	63 655	51 927	58 087	21 877	25 260	-	.	.	.
	1960	220 961	48 639	52 975	72 974	14 719	31 654	-	.	.	.
	1961	238 039	76 298	44 767	55 063	38 542	19 276	4 093	.	.	.
	1962	250 712	73 941	58 033	40 372	36 620	30 387	11 359	.	.	.
	1963	298 826	80 908	66 989	54 958	39 618	41 555	14 798	.	.	.
Girls	1956	60 328	19 513	14 828	10 577	10 298	5 112	-	.	.	.
	1957	72 155	22 616	17 376	16 652	7 429	8 082	-	.	.	.
	1958	82 940	24 954	19 631	22 167	7 000	9 188	-	.	.	.
	1959	73 550	20 994	17 587	20 579	6 612	7 778	-	.	.	.
Cambodia[2]											
Both sexes	1952	1 651	.	.	532	381	288	247	111	69	23
	1953	2 473	.	.	1 061	551	356	277	114	64	50
	1954	3 813	.	.	1 403	1 072	687	357	169	82	54
	1955	5 409	.	.	2 153	1 460	1 003	474	187	78	54
	1956	7 957	.	.	3 054	2 145	1 353	920	292	131	62
	1957	11 338	.	.	4 524	3 096	1 861	1 199	1 400	193	65
	1958	14 083	.	.	4 393	4 602	2 706	1 658	380	277	67
	1959	16 839	.	.	4 131	4 591	4 415	2 623	577	346	156
	1960	20 323	.	.	6 235	4 345	4 448	3 950	770	377	195
	1961	30 633	.	.	10 847	7 394	5 202	5 395	1 045	642	208
	1962	33 021	.	.	11 344	9 268	5 807	3 832	1 519	904	347
	1963	44 813	.	.	14 385	11 604	8 562	6 127	2 320	1 323	492
	1964	56 933	.	.	17 151	14 242	10 687	9 278	2 884	2 071	620

A 31. Enrolment by grade and sex in general education at the second level, 1950-1967 (continued)

Country and Sex	Year	Total	Number of students enrolled in each grade								
			V	VI	VII	VIII	IX	X	XI	XII	XIII
Cambodia[2] (cont'd)											
Girls	1952	204	.	.	73	60	39	19	10	2	1
	1953	277	.	.	125	74	46	20	5	4	3
	1954	452	.	.	210	143	50	34	9	4	2
	1955	580	.	.	251	179	94	41	15	-	-
	1956	1 053	.	.	566	234	139	81	17	12	4
	1957	1 526	.	.	705	475	168	134	34	3	2
	1958	2 198	.	.	755	694	435	258	31	18	7
	1959	2 702	.	.	704	781	701	418	63	26	9
	1960	3 480	.	.	1 310	785	701	555	75	46	8
	1961	4 754	.	.	1 779	1 241	786	751	107	73	17
	1962	6 391	.	.	2 188	1 836	1 163	902	162	114	26
	1963	8 570	.	.	2 945	2 329	1 654	1 224	233	142	43
	1964	11 265	.	.	3 753	2 859	2 179	1 861	337	221	55
Ceylon[3]											
Both sexes	1952	295 808	.	112 660	60 440	48 133	32 362	36 871	2 955	2 387	.
	1953	327 657	.	97 875	89 409	52 663	38 096	43 744	3 110	2 760	.
	1954	346 140	.	97 284	80 626	72 128	42 251	47 617	3 573	2 938	.
	1955	363 456	.	96 073	76 809	68 211	58 535	56 372	4 518	2 938	.
	1956	384 381	.	101 084	79 593	65 164	59 174	71 928	4 809	2 629	.
	1957	426 260	.	110 930	85 564	71 352	62 114	89 154	4 184	2 762	.
	1958	477 183	.	123 200	95 340	77 557	68 416	100 795	7 955	3 920	.
	1959	541 461		139 987	106 863	86 789	76 936	114 824	9 889	6 173	.
	1960	591 135	.	151 104	118 665	96 235	85 157	122 559	10 143	7 272	.
	1961	655 698	.	160 687	131 015	108 370	90 302	142 358	13 399	9 567	.
	1962	701 790	.	169 174	138 617	119 067	99 091	141 445	21 416	12 980	.
	1963	710 455	.	172 691	141 422	116 200	101 744	143 713	21 185	13 500	.
	1964	810 418	.	179 833	149 544	135 756	117 129	182 915	22 644	22 597	.
China (Taiwan)											
Both sexes	1954	125 203	.	.	42 053	33 697	25 255	9 382	8 057	6 7[illegible]	.
	1955	146 361	.	.	47 540	38 088	30 164	13 258	9 302	8 009	.
	1956	170 940	.	.	57 369	42 988	33 099	15 812	12 703	8 969	.
	1957	194 586	.	.	62 043	51 801	36 584	17 278	14 977	11 903	.
	1958	208 884	.	.	63 537	54 017	42 936	18 819	15 638	13 937	.
	1959	232 156	.	.	77 273	56 068	44 501	22 326	17 164	14 824	.

A 31. Enrolment by grade and sex in general education at the second level, 1950-1967 (continued)

Country and Sex	Year	Total	Number of students enrolled in each grade								
			V	VI	VII	VIII	IX	X	XI	XII	XIII
China (Taiwan) (cont'd)											
Both sexes	1960	263 365	.	.	91 410	68 768	45 675	21 899	19 954	15 659	.
	1961	314 655	.	.	113 506	82 779	55 822	24 365	26 108	18 075	.
	1962	366 313	.	.	125 488	100 691	69 184	30 655	22 077	18 218	.
	1963	423 865	.	.	142 282	112 341	86 349	34 723	27 993	20 177	.
	1964	483 871	.	.	157 795	128 288	96 915	42 695	31 988	26 190	.
	1965	543 019	.	.	168 507	143 023	115 292	49 523	37 004	29 670	.
	1966	583 580	.	.	179 025	151 773	125 292	51 526	41 311	34 653	.
	1967	640 447	.	.	202 142	162 412	135 289	56 093	44 995	39 516	.
Girls	1954	40 403	.	.	13 285	11 053	9 074	2 785	2 353	1 853	.
	1955	46 933	.	.	15 123	12 285	10 611	4 017	2 665	2 232	.
	1956	55 215	.	.	18 664	14 184	11 351	4 662	3 817	2 537	.
	1957	63 732	.	.	20 417	17 509	12 888	4 956	4 412	3 550	.
	1958	69 379	.	.	21 162	18 429	15 353	5 668	4 522	4 245	.
	1959	78 653	.	.	26 472	19 609	16 201	6 842	5 259	4 270	.
	1960	91 531	.	.	31 641	24 832	17 135	6 673	6 343	4 907	.
	1961	111 903	.	.	40 198	30 086	21 553	7 958	6 312	5 796	.
	1962	132 372	.	.	44 669	37 329	26 552	10 713	7 468	5 731	.
	1963	155 090	.	.	51 307	41 451	33 395	12 047	9 945	6 945	.
	1964	178 141	.	.	57 414	47 760	37 407	14 748	11 300	9 512	.
	1965	201 109	.	.	61 651	53 893	44 689	16 968	13 201	10 707	
	1966	219 486	.	.	66 147	57 789	49 507	18 168	15 065	12 810	.
	1967	242 393	.	.	75 235	62 329	53 624	19 964	16 590	14 651	.
India											
Both sexes	1950	4 340 195	.	1 245 571	1 022 907	851 480	537 173	420 418	222 558	40 088	
	1951	4 832 709	.	1 399 414	1 113 328	874 900	679 729	484 262	241 411	39 665	.
	1952	5 128 238	.	1 467 826	1 168 400	970 754	660 330	571 099	286 241	43 588	.
	1953	5 480 122	.	1 547 012	1 273 780	1 007 800	701 772	593 637	309 400	46 721	.
	1954	5 765 777	.	1 597 413	1 373 854	1 076 909	751 972	630 505	316 843	18 281	.

A 31. Enrolment by grade and sex in general education at the second level, 1950-1967 (continued)

Country and Sex	Year	Total	Number of students enrolled in each grade								
			V	VI	VII	VIII	IX	X	XI	XII	XIII
India (cont'd) Both sexes	1955	6 170 923	.	1 697 548	1 435 717	1 160 038	842 206	675 010	340 168	20 236	.
	1956	6 665 878	.	1 861 989	1 542 608	1 231 918	915 032	742 276	350 123	21 932	.
	1957	7 111 534	.	1 990 237	1 624 871	1 313 022	948 491	802 961	405 544	26 408	.
	1958	7 800 181	.	2 207 843	1 793 998	1 438 881	1 056 692	871 746	407 665	23 356	.
	1959	8 574 183	.	2 593 472	1 925 663	1 533 019	1 147 134	933 397	411 275	30 223	.
	1960	9 577 133	.	2 726 789	2 220 375	1 757 646	1 279 853	1 053 326	497 725	41 419	.
	1961	10 703 764	.	3 012 866	2 437 175	2 019 955	1 473 536	1 152 954	551 046	56 232	.
	1962	11 860 280	.	3 319 449	2 675 779	2 225 555	1 666 098	1 283 637	627 941	61 821	.
	1963	13 042 660	.	3 608 135	2 889 075	2 544 632	1 816 989	1 426 316	686 549	70 964	.
Girls	1950	696 905	.	230 713	174 711	128 793	76 684	53 071	30 962	1 971	.
	1951	784 405	.	256 838	192 385	139 837	91 357	66 244	35 741	2 003	.
	1952	868 113	.	275 285	209 094	155 058	96 270	79 619	50 329	2 458	.
	1953	976 759	.	308 534	242 422	175 010	107 019	87 178	53 583	3 013	.
	1954	1 062 496	.	328 984	263 810	194 150	119 787	96 321	57 412	2 032	.
	1955	1 187 500	.	360 615	287 159	219 678	144 462	109 502	63 736	2 348	.
	1956	1 338 820	.	420 637	328 794	242 715	157 072	122 529	64 377	2 696	.
	1957	1 483 104	.	458 412	358 996	275 598	172 969	135 064	78 556	3 509	.
	1958	1 664 892	.	526 466	405 381	309 287	197 319	148 914	74 422	3 103	.
	1959	1 883 002	.	656 103	443 998	330 905	216 830	162 009	68 525	4 632	.
	1960	2 169 155	.	691 852	546 782	391 831	256 022	192 934	83 787	5 947	.
	1961	2 493 558	.	773 556	612 501	476 125	306 700	218 809	98 225	7 642	.
	1962	2 857 155	.	882 771	688 146	540 628	365 308	253 862	116 872	9 568	.
	1963	3 222 019	.	968 396	757 484	631 054	422 054	296 025	135 252	11 754	.
Iran Both sexes	1957	188 639	.	.	56 221	39 428	33 689	24 299	17 013	17 989	.
	1958	216 862	.	.	66 461	46 118	37 630	28 238	20 165	18 250	.
	1959	253 374	.	.	77 697	55 138	44 357	31 779	23 025	21 378	.
	1960	281 644	.	.	85 580	61 100	51 048	35 492	25 267	23 157	.
	1961	300 855	.	.	92 304	65 800	54 609	37 980	28 446	21 716	.
	1962	326 856	.	.	94 952	68 313	61 220	41 870	31 117	29 384	.
	1963	369 069	.	.	114 495	73 365	65 949	48 010	35 030	32 220	.
	1964	426 402	.	.	138 761	88 341	72 037	52 295	38 908	36 060	.
	1965	493 735	.	.	160 490	106 852	85 611	58 232	43 750	38 800	.
	1966	...	.	.	...	...	...	...	...	...	.
	1967	674 058	.	.	210 011	148 483	120 520	85 316	58 668	51 060	.

A 31. Enrolment by grade and sex in general education at the second level, 1950-1967 (continued)

Country and Sex	Year	Total	Number of students enrolled in each grade								
			V	VI	VII	VIII	IX	X	XI	XII	XIII
Iran (cont'd) Girls	1961	94 663	.	.	29 682	21 955	16 918	11 429	9 691	4 925	.
	1962	98 383	.	.	29 022	21 703	18 605	12 023	9 199	7 831	.
	1963	113 213	.	.	35 510	22 906	20 635	14 504	10 642	9 016	.
	1964	133 673	.	.	44 319	28 091	22 513	16 434	11 963	10 353	.
	1965	156 189	.	.	51 560	34 026	27 307	17 813	13 954	11 529	.
	1966	...	.	.	...	...	...	...	...	...	.
	1967	217 973	.	.	69 236	49 399	39 081	26 339	18 470	15 448	.
Japan Both sexes	1950	7 001 796	.	.	1 882 827	1 747 544	1 751 219	619 653	550 998	422 015	27 540
	1951	7 378 020	.	.	1 587 501	1 802 590	1 723 366	821 013	768 677	607 056	67 817
	1952	7 392 463	.	.	1 720 814	1 572 687	1 782 994	842 114	762 680	628 323	82 851
	1953	7 690 105	.	.	1 924 297	1 704 929	1 558 152	887 844	790 577	723 311	100 995
	1954	8 189 874	.	.	2 054 801	1 913 040	1 696 225	836 213	831 137	749 148	109 310
	1955	8 455 307	.	.	1 946 444	2 037 864	1 899 384	891 395	782 599	788 308	109 313
	1956	8 647 216	.	.	2 011 615	1 928 627	2 022 207	981 891	844 994	745 037	112 845
	1957	8 674 333	.	.	1 800 678	1 999 608	1 992 297	1 051 630	927 998	803 531	98 591
	1958	8 252 628	.	.	1 424 842	1 792 812	1 992 297	1 056 282	998 830	887 416	100 149
	1959	8 381 861	.	.	1 974 394	1 419 075	1 786 845	1 121 727	1 008 754	961 013	110 053
	1960	9 120 918	.	.	2 514 003	1 967 222	1 413 748	1 066 557	1 072 302	972 804	114 282
	1961	10 031 396	.	.	2 451 367	2 511 705	1 961 621	934 357	1 024 235	1 039 393	108 718
	1962	10 598 728	.	.	2 378 807	2 444 853	2 504 684	1 270 634	897 247	992 338	108 165
	1963	10 849 907	.	.	2 149 318	2 374 413	2 440 244	1 687 879	1 230 302	872 690	95 061
	1964	11 100 867	.	.	1 960 759	2 145 114	2 369 820	1 713 862	1 634 554	1 198 928	77 830
	1965	11 022 287	.	.	1 858 121	1 956 903	2 141 606	1 708 938	1 662 462	1 597 000	97 257
	1966	10 543 099	.	.	1 747 226	1 854 700	1 953 836	1 586 515	1 661 900	1 625 119	113 803
Girls	1950	3 194 967	.	.	902 142	861 917	859 838	224 117	197 738	145 468	3 747
	1951	3 354 036	.	.	786 290	890 505	848 380	326 957	262 245	229 424	10 235
	1952	3 412 457	.	.	849 688	775 931	877 603	339 428	308 039	246 718	15 050
	1953	3 564 444	.	.	951 094	840 217	767 078	366 672	324 462	293 231	21 690
	1954	3 831 116	.	.	1 014 207	943 981	834 665	351 444	351 384	310 368	25 067

A 31. Enrolment by grade and sex in general education at the second level, 1950-1967 (continued)

Country and Sex	Year	Total	Number of students enrolled in each grade								
			V	VI	VII	VIII	IX	X	XI	XII	XIII
Japan (cont'd) Girls	1955	3 981 026	.	.	961 791	1 004 333	936 169	382 334	334 648	335 504	26 247
	1956	4 090 647	.	.	993 568	951 891	995 632	430 411	369 307	320 277	29 561
	1957	4 122 640	.	.	889 356	986 945	982 609	469 443	415 208	352 704	26 375
	1958	3 926 457	.	.	701 548	884 828	982 609	473 944	455 343	399 540	28 645
	1959	3 993 651	.	.	966 437	698 214	881 610	509 686	462 172	441 062	34 470
	1960	4 365 059	.	.	1 233 065	962 694	695 275	488 667	499 047	449 619	36 691
	1961	4 819 260	.	.	1 201 678	1 229 260	959 945	426 606	478 791	487 672	35 308
	1962	5 107 307	.	.	1 165 178	1 198 211	1 225 773	592 735	418 901	467 634	36 875
	1963	5 230 838	.	.	1 052 937	1 162 841	1 196 016	790 765	583 685	411 575	33 019
	1964	5 358 610	.	.	959 752	1 050 835	1 160 629	806 734	779 535	574 732	26 393
	1965	5 325 795	.	.	910 302	958 000	1 049 258	808 057	795 846	770 739	33 593
	1966	5 096 359	.	.	855 478	908 616	956 511	750 753	798 740	785 743	40 518
Korea, Rep. of[4] Both sexes	1953	495 841	.	.	116 258	114 259	93 597	70 500	57 285	43 942	.
	1954	630 645	.	.	157 030	131 029	119 334	90 976	75 380	56 896	.
	1955	748 210	.	.	183 197	157 870	139 228	109 186	90 457	68 272	.
	1956	740 726	.	.	139 120	165 528	148 257	98 861	99 975	88 985	.
	1957	728 107	.	.	150 527	136 104	152 940	99 786	94 801	93 949	.
	1958	696 216	.	.	158 668	144 138	126 275	93 665	89 594	83 876	.
	1959	729 977	.	.	180 726	148 415	129 043	89 917	93 167	88 709	.
	1960	802 027	.	.	219 296	170 267	139 030	97 960	86 058	89 416	.
	1961	916 904	.	.	222 760	217 478	180 282	110 205	99 405	86 774	.
	1962	981 523	.	.	221 488	217 192	216 437	130 872	105 373	90 161	.
	1963	1 030 073	.	.	234 455	218 336	212 969	142 502	122 945	98 866	.
	1964	1 066 247	.	.	237 189	224 669	204 772	167 604	134 760	117 253	.
	1965	1 177 872	.	.	301 323	237 430	212 588	153 936	142 961	129 634	.
	1966	1 256 817	.	.	304 755	292 301	224 941	152 756	145 513	136 551	.
	1967	1 353 984	.	.	335 482	297 801	278 655	159 951	144 339	137 756	.
Girls	1953	101 287	.	.	27 302	24 893	19 520	12 326	9 403	7 843	.
	1954	134 651	.	.	38 431	31 177	27 259	15 467	12 708	9 609	.
	1955	159 089	.	.	44 703	37 573	31 744	18 562	15 106	11 401	.
	1956	160 685	.	.	30 515	40 334	35 385	20 269	19 186	14 996	.
	1957	176 922	.	.	41 238	35 713	38 275	21 924	20 194	19 578	.
	1958	170 974	.	.	45 692	40 047	34 166	21 741	20 057	18 271	.
	1959	171 029	.	.	40 205	34 726	29 343	22 881	22 901	20 973	.

A 31. Enrolment by grade and sex in general education at the second level, 1950-1967 (continued)

Country and Sex	Year	Total	Number of students enrolled in each grade								
			V	VI	VII	VIII	IX	X	XI	XII	XIII
Korea, Rep. of[4] (cont'd)											
Girls	1960	200 297	.	.	51 343	43 678	34 088	26 502	22 459	22 227	.
	1961	235 886	.	.	53 224	53 601	44 942	29 934	31 715	22 470	.
	1962	242 452	.	.	51 011	50 941	52 004	34 335	28 820	25 341	.
	1963	336 584	.	.	80 196	72 420	70 759	44 820	38 162	30 227	.
	1964	...	.	.	81 507	76 301	68 298	...	...	...	.
	1965	409 868	.	.	109 024	83 926	74 335	52 521	47 088	42 974	.
	1966	...	.	.	112 289	105 888	79 888	...	...	...	.
	1967	489 816	.	.	122 517	110 797	102 567	55 183	50 212	48 540	.
Laos											
Both sexes	1966	4 166	.	.	1 901	651	564	451	299	177	123
Girls	1966	930	.	.	406	145	125	127	60	45	22
Malaysia											
Sabah		...	.	.	...	...	...	...	...	...	...
Sarawak											
Both sexes	1962	14 779	.	.	4 776	3 211	2 737	959	762	528	1 806
	1963	17 727	.	.	5 583	4 157	2 983	1 348	928	520	2 208
	1964	21 977	.	.	6 507	4 830	3 817	1 657	1 237	551	3 378
	1965	26 059	.	.	7 971	5 715	4 435	2 299	1 480	709	3 450
	1966	30 214	.	.	8 672	6 967	5 362	2 890	1 931	879	3 513
Girls	1966	11 114	.	.	3 168	2 715	1 978	949	561	229	1 514
West Malaysia											
Both sexes	1956	89 337	.	.	31 644	20 882	16 210	11 739	8 159	703	.
	1957	105 879	.	.	33 614	26 441	20 426	13 526	10 693	1 179	.
	1958	122 461	.	.	38 966	28 020	25 951	15 476	12 775	1 273	.
	1959	139 661	.	.	40 927	32 868	28 603	16 539	16 343	1 381	.
	1960	156 965	.	.	50 675	36 527	33 635	17 336	17 236	1 556	.
	1961	179 311	.	.	58 092	41 002	37 666	23 419	16 756	1 870	.
	1962	200 241	.	.	75 863	44 610	37 462	21 249	18 962	2 095	.
	1963	170 632	.	.	87 481	54 493	44 355	21 740	20 418	2 145	.
	1964	260 319	.	.	86 675	66 350	54 884	27 678	22 165	2 567	.

A 31. Enrolment by grade and sex in general education at the second level, 1950-1967 (continued)

Country and Sex	Year	Total	Number of students enrolled in each grade								
			V	VI	VII	VIII	IX	X	XI	XII	XIII
West Malaysia (cont'd)											
Both sexes	1965	345 482	.	.	139 374	67 638	71 829	34 546	28 446	3 635	.
	1966	400 354	.	.	135 400	92 337	69 292	43 944	33 462	4 653	.
	1967	462 909	.	.	168 032	106 225	95 805	43 618	43 020	6 209	.
Girls	1956	27 208	.	.	9 982	6 490	4 981	3 388	2 217	150	.
	1957	33 168	.	.	10 869	8 572	6 294	4 195	2 972	266	.
	1958	40 392	.	.	12 733	9 257	8 189	4 727	3 635	270	.
	1959	43 501	.	.	17 742	14 660	9 651	8 091	6 619	337	.
	1960	51 511	.	.	17 074	11 971	11 067	5 460	5 537	402	.
	1961	59 878	.	.	19 648	14 415	12 159	7 414	5 719	523	.
	1962	70 036	.	.	26 920	15 902	13 216	7 115	6 265	618	.
	1963	84 152	.	.	32 734	19 531	16 108	7 683	6 949	607	.
	1964	97 977	.	.	33 124	25 103	20 540	10 515	7 905	790	.
	1965	130 535	.	.	53 078	25 608	26 831	13 067	10 958	993	.
	1966	153 778	.	.	59 963	35 592	26 449	17 568	12 827	1 381	.
	1967	183 007	.	.	66 349	41 491	37 555	17 984	17 627	2 001	.
Nepal											
Both sexes	1965	40 144	.	11 907	9 705	7 800	6 001	4 731	.	.	.
Pakistan											
Both sexes	1955	832 452	.	245 141	211 511	163 569	114 367	97 864	.	.	.
	1956	860 863	.	240 839	209 378	172 299	132 404	105 943	.	.	.
	1957	928 813	.	262 992	219 750	185 304	143 004	117 763	.	.	.
	1958	956 868	.	272 496	223 527	187 501	148 435	124 909	.	.	.
	1959	1 004 667	.	293 731	233 810	198 355	149 472	129 299	.	.	.
	1960	1 045 504	.	304 495	243 985	216 537	157 977	122 510	.	.	.
	1961	1 095 246	.	324 162	254 545	223 442	162 649	130 448	.	.	.
	1962	1 270 243	.	366 596	285 115	248 787	222 788	146 957	.	.	.
	1963	1 448 503	.	410 289	346 914	290 244	229 031	172 025	.	.	.
	1964	1 552 360	.	447 244	375 848	309 146	235 737	184 385	.	.	.
	1965	1 780 315	.	518 053	421 525	357 701	267 483	215 553	.	.	.
Girls	1955	71 775	.	24 386	16 839	13 879	8 559	8 112	.	.	.
	1956	78 453	.	26 752	19 294	15 380	8 885	8 142	.	.	.
	1957	94 751	.	30 106	21 936	18 649	12 875	11 185	.	.	.
	1958	105 961	.	33 962	24 699	20 713	14 016	12 571	.	.	.
	1959	120 881	.	36 926	28 492	24 906	16 254	14 303	.	.	.

A 31. Enrolment by grade and sex in general education at the second level, 1950-1967 (continued)

Country and Sex	Year	Total	Number of students enrolled in each grade								
			V	VI	VII	VIII	IX	X	XI	XII	XIII
Pakistan (cont'd) Girls	1960	130 933	.	44 162	30 500	22 293	17 112	16 866	.	.	.
	1961	137 307	.	43 667	35 665	27 069	16 602	14 304	.	.	.
	1962	176 054	.	51 522	41 710	31 700	31 758	19 364	.	.	.
	1963	...	.	...	...	...	...	...	.	.	.
	1964	257 772	.	79 981	63 302	48 988	36 491	29 010	.	.	.
	1965	306 296	.	101 600	77 976	54 920	40 274	31 526	.	.	.
Philippines[3] Both sexes	1950	483 933	.	.	179 676	116 700	94 996	92 561	.	.	.
	1951	613 054	.	.	257 385	150 527	111 452	93 690	.	.	.
	1952	594 791	.	.	225 291	173 434	108 524	87 542	.	.	.
	1953	590 399	.	.	194 426	163 113	140 197	92 663	.	.	.
	1954	601 252	.	.	190 065	148 858	137 697	124 632	.	.	.
	1955	579 926	.	.	187 080	145 388	125 042	122 416	.	.	.
	1956	583 674	.	.	196 306	148 666	125 659	113 043	.	.	.
	1957	588 199	.	.	191 487	154 117	129 458	113 137	.	.	.
	1958	624 467	.	.	212 802	159 030	140 205	112 430	.	.	.
	1959	649 471	.	.	233 488	166 688	132 709	116 586	.	.	.
	1960	662 503	.	.	228 143	171 206	142 272	114 882	.	.	.
	1961	712 070	.	.	244 625	184 703	156 949	125 793	.	.	.
	[5]1962	752 654	.	.	256 931	197 281	165 808	132 634	.	.	.
	[5]1963	860 536	.	.	300 915	224 896	185 346	149 379	.	.	.
Singapore Both sexes	1954	28 587	.	.	10 379	7 007	5 345	3 648	1 792	416	.
	1955	27 938	.	.	10 417	6 868	4 957	3 832	1 350	514	.
	1956	31 689	.	.	10 852	8 206	5 788	4 723	1 500	620	.
	1957	37 385	.	.	11 946	9 291	7 502	4 987	2 181	1 478	.
	1958	42 308	.	.	13 133	10 962	7 990	5 929	2 463	1 831	.
	1959	48 723	.	.	16 375	12 127	9 107	6 508	2 627	1 979	.
	1960	59 244	.	.	21 723	14 401	10 294	7 892	2 657	2 277	.
	1961	66 478	.	.	21 428	18 139	12 319	9 192	3 022	2 378	.
	1962	71 697	.	.	25 200	19 996	12 432	10 784	2 670	615	.
	1963	79 602	.	.	~~27 083~~ 30 191	20 922	15 578	10 622	2 896	2 501	.
	1964	...	.	.	...	...	...	...	...	...	.

A 31. Enrolment by grade and sex in general education at the second level, 1950-1967 (continued)

Country and Sex	Year	Total	Number of students enrolled in each grade								
			V	VI	VII	VIII	IX	X	XI	XII	XIII
Singapore (cont'd)											
Both sexes	1965	104 080	.	.	30 614	30 279	21 114	15 306	3 993	2 774	.
	1966	123 609	.	.	35 063	33 102	28 704	18 734	4 156	3 850	.
	1967	135 008	.	.	34 481	35 645	31 163	25 580	4 162	3 977	.
Girls	1956	10 589	.	.	3 651	2 849	1 952	1 473	473	191	.
	1957	13 048	.	.	4 312	3 275	2 518	1 773	706	464	.
	1958	15 537	.	.	5 168	4 132	2 639	2 137	861	600	.
	1959	18 685	.	.	6 584	4 810	3 390	2 226	986	689	.
	1960	23 146	.	.	8 350	6 155	4 087	2 838	885	831	.
	1961	26 796	.	.	8 623	7 251	5 374	3 567	1 211	770	.
	1962	30 498	.	.	10 883	8 379	5 222	4 676	1 031	307	.
	1963	34 675	.	.	11 803	9 448	6 773	4 439	1 216	996	.
	1964	...	.	.	...	...	...	...	...	...	.
	1965	49 301	.	.	14 797	14 671	10 140	7 192	1 478	1 023	.
	1966	57 769	.	.	16 485	15 537	13 500	9 157	1 650	1 440	.
	1967	62 972	.	.	16 216	16 801	14 824	11 896	1 647	1 588	.
Thailand											
Both sexes	1957	144 950	.	.	.	57 941	42 623	32 947	7 183	4 256	.
	1958	181 804	.	.	.	68 867	54 792	42 596	9 251	6 298	.
	1959	213 402	.	.	.	77 760	62 098	51 164	13 671	8 709	.
	1960	239 409	.	.	.	85 240	69 470	58 544	16 867	9 288	.
	1961	270 756	.	.	.	93 790	75 958	66 496	22 091	12 421	.
	1962	294 631	.	.	.	96 669	85 192	72 986	24 819	14 965	.
	1963	302 893	.	.	.	95 704	85 369	80 655	27 494	13 671	.
	1964	312 264	.	.	.	94 537	88 369	81 038	30 392	17 928	.
	1965	316 238	.	.	.	98 134	86 862	82 036	30 855	18 351	.
	1966	334 927	.	.	.	109 234	93 045	83 059	30 679	18 910	.
	1967	358 221	.	.	.	120 253	99 889	87 887	31 693	18 499	.
Girls	1957	48 567	.	.	.	19 693	14 092	10 674	2 420	1 688	.
	1958	63 673	.	.	.	24 430	19 192	14 401	3 152	2 498	.
	1959	77 146	.	.	.	28 664	22 296	17 737	5 298	3 151	.
	1960	90 844	.	.	.	32 395	25 858	21 170	7 089	4 332	.
	1961	101 389	.	.	.	35 873	29 219	24 876	8 842	5 164	.
	1962	115 386	.	.	.	37 144	33 155	28 405	10 536	6 146	.
	1963	121 042	.	.	.	37 255	33 823	31 822	12 097	6 045	.
	1964	126 470	.	.	.	36 787	34 884	32 445	13 771	8 583	.

A 31. Enrolment by grade and sex in general education at the second level, 1950-1967 (continued)

Country and Sex	Year	Total	Number of students enrolled in each grade								
			V	VI	VII	VIII	IX	X	XI	XII	XIII
Thailand (cont'd) Girls	1965	128 430	.	.	.	38 594	34 342	32 891	13 820	8 783	.
	1966	136 672	.	.	.	43 414	37 139	33 201	13 959	8 959	.
	1967	147 267	.	.	.	48 214	40 592	35 330	14 409	8 722	.
Viet-Nam, Rep. of Both sexes	1956	69 681	.	21 956	16 523	12 256	10 688	3 822	3 327	1 109	.
	1957	110 083	.	32 092	25 586	19 842	17 196	7 300	6 136	1 931	.
	1958	138 928	.	39 169	29 800	25 265	24 648	8 310	9 321	2 415	.
	1959	163 936	.	43 442	33 275	26 787	33 180	10 837	13 040	3 375	.
	1960	203 760	.	52 738	40 021	33 171	38 092	17 068	17 513	5 157	.
	1961	228 480	.	59 534	44 666	36 472	41 359	17 857	21 235	7 357	.
	[6]1962	262 210	.	73 181	50 617	42 012	43 419	20 685	23 978	8 318	.
	[6]1963	293 202	.	83 273	60 323	45 953	41 496	25 188	26 061	10 938	.
	[6]1964	326 552	.	93 433	69 342	53 325	46 132	26 210	28 569	9 541	.
Girls	1956	22 710	.	7 420	5 419	4 308	3 579	1 020	740	224	.
	1957	36 147	.	10 712	8 633	6 545	5 969	2 194	1 632	462	.
	1958	43 406	.	12 292	9 738	8 307	7 735	2 564	2 273	497	.
	1959	52 614	.	13 995	10 986	8 912	11 11[illegible]	3 225	3 504	881	.
	1960	64 664	.	17 530	13 077	10 751	12 443	4 843	4 821	1 199	.
	1961	74 686	.	20 591	14 992	12 065	14 315	5 379	5 502	1 842	.
	[6]1962	86 815	.	25 200	17 669	14 181	15 090	6 252	6 527	1 896	.
	[6]1963	100 106	.	29 463	21 167	16 296	14 392	8 388	7 596	2 804	.
	[6]1964	80 759	.	33 109	24 529	19 049	16 727	8 632	9 258	2 564	.

Note. Reference should be made to the Note to Table A 30

1. Burma Proper only.
2. Public education only.
3. Including enrolment in vocational and technical schools at the second level.
4. Including enrolment in vocational, technical and teacher training schools at the second level.
5. Excluding public vocational and technical schools.
6. Not including French schools.

Part III

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